

Students reject council decision

Lakehead University's student body refused to follow their council's policy at a general student meeting Friday, September 27.

The meeting was called to inform the student body of a demonstration to protest inadequate bus service. The

demonstration was to be held Monday, September 30. The students were to "fill all Port Arthur buses to capacity and remain upon them all day" and picket the Public Utilities Commission Building. The AMS would try to cancel all classes Monday.

At the general meeting, however, the students would not support the demonstration plans. Councillor Simon Hoad put a motion to the students that "the result of negotiations with the PUC are unsatisfactory" and that the students proceed to de-

monstrate on Monday.

But the students voted the motion down. They then passed two motions: one confirming confidence in the AMS Council and one asking the AMS to form a committee to carry on negotiations with the PUC.

The AMS Council had talked with Transit Supervisor George Hunter Thursday. One of the AMS representatives, Dennis Wallace, explained, "All that the PUC would concede is hourly service to the bookstore." The AMS had previously resolved to demand half-hourly service, and to ask the students to demonstrate if this service were not given. At present the buses stop a half-mile short of the university every half-hour, coming the full distance at irregular intervals. Mr. Hunter described half-

hourly service as impossible. He explained, "The schedule is so tight that we couldn't make it."

Several students disagreed. Karl Goodwin said the extension of the Oliver Road bus service to the

Bus survey page five

University would take only three minutes each run. He added, "On two occasions I timed the bus waiting at St. Paul St. One was twelve minutes; the other was eight. Both were during peak periods."

Several students agreed. One said he had been riding buses all last year and "never once saw a bus wait less than three minutes" at the terminal.



Students walk half a mile to catch this bus.

-photo by Lummiss

A.M.S. election outcome

Vice-President of Academics: Missi Powell
Vice-President of Programming: Kaz Miyata
CUS Co-ordinator: Norma Sheridan
Arts 1 Representative: Ken Boshcoff
Arts 11,111,1V Representative: M. Gravelle
University Schools Representative: J. Hamer
Science 1 Representative: Leandro Frigert

Although there was a small turnout of voters (an estimated 35%) the election of the Vice-President of Academics was a close one; Missi Powell defeated Fred Kelly only by a narrow margin.

Commenting on her new position, Miss Powell said it was a relatively new one and that no strict guidelines had

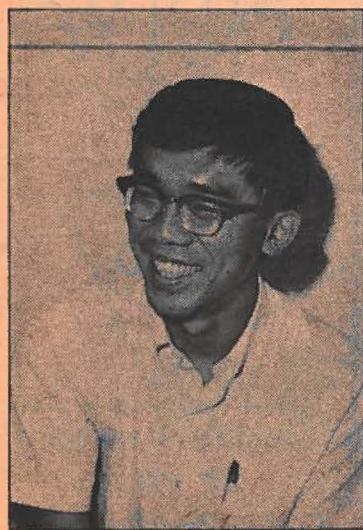
been established but added, "There are students in the university who appear to be the victims of administrative or departmental conflicts; they should have some formal means of appeal. But this is only one aspect of the job."

Kaz Miyata's margin over Russel Percy was established at the beginning of the count and he won by a comfortable majority. As Vice-President of Programming, Mr. Miyata will be in charge of the social program of the university. He said "I plan to distribute a questionnaire to the students to find out what kind of social events they want."

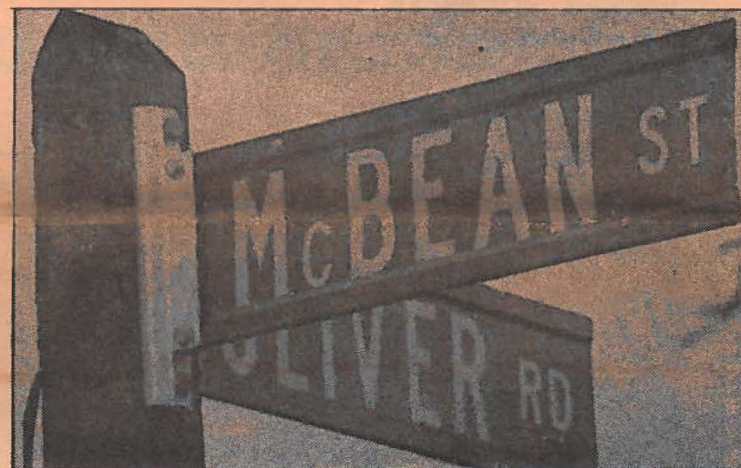
There will be a number of by-elections required in the near future. Because of some confusion in a nomination, there is still one Science councillor needed on the AMS. The nurses are all considered part of University Schools and it is likely that a new council seat for University Schools will be created. There is also a vacancy for an Arts representative because of Missi Powell's election as Academic V.P.



Missi Powell, V.P. of Academics.



Kaz Miyata, V.P. of Programming.



Where the bus stops.

-photo by Lummiss

Senate Reconstruction Committee set up

The Senate of Lakehead University has appointed a faculty-administration committee to submit recommendations for the restructuring of the Senate.

Although the committee's report has not been completed, it appears likely that it will recommend the establishment of a number of standing committees of the Senate such as judicial, scholarships and admissions, graduate studies, long-range academic planning and executive committees.

Students will probably be allowed representation on

some of these committees but no final decisions have been made; the Senate itself must review the recommendations of the committee before the reorganization can take effect. The AMS Council will be submitting its own recommendations with respect to student representation.

Members of the faculty-administration committee are Dr. Assimi, Mr. Bartholomew, Dr. Braun, Dr. Eames, Dr. Hart, Mr. Melnyk, Dr. Merrill, Mr. North, Mr. Ryan, Dr. Walker, Dr. Whitfield and Mr. Zablocki.

Mexico students ready to talk

MEXICO CITY (CUPI) - The embattled capital city of Mexico, the centre of an all week running gun battle between students and police, seems to be quieting down after organizers of anti-government action called for an end to violence Thursday (Sept. 26).

At least 17 people were killed and over 500 arrested during the days of violence following army occupation of the University of Mexico last week.

Student leaders of the Student National Strike Committee are reportedly ready to begin talks with government in order to achieve settlement of the three month old strike.

The students are asking for release of political prisoners; elimination of sections of the criminal code dealing with subversion and public disorder, used by police "to suppress students"; dismissal of the Mexico city police chief and his assistant; elimination of special corps of riot police; an investigation of brutality against them and indemnity to the victims; and a greater voice in the running of Mexican universities.

However, police and student leaders fear a new rash of violence will follow a mass rally being held Friday night in Northern Mexico city.

This week . . .

THURSDAY, OCTOBER 3

Port Arthur Board of Education "Hall Report Meeting"—Aud.—4:30 p.m.
Board of Trustees Meeting—B.R.—7:30 p.m.

FRIDAY, OCTOBER 4

Meeting of Graduating Students—Aud.—5:30 p.m.
Faculty Association Buffet and Dance—Aud.—7:30 p.m.

SATURDAY, OCTOBER 5

University Schools Movie 'East of Eden'—Aud.—8:00 p.m.

MONDAY, OCTOBER 7

Treasure Van—SL—9:00 a.m.
SAS Meeting—BR—7:00 p.m.

TUESDAY, OCTOBER 8

Treasure Van—SL—9:00 a.m.
Mods Make Music—Aud.—12:15 p.m.
Senate Meeting—BR—12:00 p.m.

WEDNESDAY, OCTOBER 9

W.U.S.C. Film—Aud.—7:00 p.m.
Treasure Van—SL—9:00 p.m.

Conservatives speak of youth, student loans

What started out as a simple presentation of speeches ended up in the confusion of an extremely heated discussion.

Mr. E. D. Kowel, President of the Young Progressive Conservatives for Ontario, and Mr. L. Bernier, M.P.P. for the Kenora Riding, along with Mr. D. Allan, another Y.P.C. member, appeared in the University Centre Friday, September 27 to address interested students. Only about forty people in all turned out to hear these speakers, and of those present about half were students.

Mr. Bernier was the first to speak. He expressed an interest in hearing the viewpoints or grievances of the young people so these could be communicated to officials in Toronto. He explained, "We want to bring you into the party and to show you how the Progressive Conservative Party operates, how you can voice your opinions. Then your ideas can be channeled directly into the mainstream of the policy makers." He said, "nobody used to listen to the ideas of youth, but that this is changing more all the time." He said, "The whole movement goes back to when President Kennedy was elected. This generated a new look to the younger people in the United States and across the world. On June 25 Pierre Elliot Trudeau was elected Prime Minister of Canada. Our own Premier Robarts was elected when he was forty-one years of age."

At this point he introduced Mr. Kowel, who he said was a successful lawyer and had been in politics for a number of years.

Mr. Kowel began his speech by talking about the disenchantment of young people for society today. "Young people", he said "are rejecting the goals of their elders. They are rejecting the general course that the elders have chosen for our country, as seen in the United States as well as many other countries around the world."

He also said that too much is taken for granted by young people including edu-

cation, and that the responsibility is being placed on society. He said "We owe it to the state and to our elders to be responsible in what we desire."

"When one group takes upon itself", he added "the desire to infringe upon the rights of others we then enter into a state of anarchy and this is not in accord with our ideas of democracy. The rights of any and all minorities must be protected."

The McCarthy supporters in Chicago were used as an example. "He (McCarthy) exemplified the desires of many young people across the United States in the dissatisfaction with the war conducted by the United States in Vietnam. This was a very strong vocal eloquent well-reasoned group of people. But, by their conduct at the Democratic Convention they have lost whatever influence they may have had upon the policy formations of the United States. Had they raised their case as they had previously to that Convention they would have remained a very strong and active force and influence upon the Democratic Party and the United States."

Mr. Kowel said that young people do not want to take over the government but that they would like to exert an influence on its policy making. "I want to make it clear that when we get the ball we want everyone in the ball game. I ask the seniors to work with us in this game."

He emphasized the fact that progress cannot be made merely by dissent; "one cannot go ahead by looking in a rear view mirror, but you must look ahead."

The meeting was then thrown open to discussion, which was anything but dull.

The discussions centered mainly on the problem of student aid from the government. Mr. Allan sparked an argument with the words "At least some of you came to heckle. I went to political speeches when I was young to heckle." Karl Goodwin immediately replied "I came here to see if I could eat. I didn't come to heckle. My God!" "Why don't you apply for welfare?" was the reply.

Turning to politics one member of the audience asked Mr. Allan "What has the Conservative Party got to offer me as a voter?" Mr. Allan began by saying he was interested in young people not only as voters when Mr. Kowel interjected "What have you to offer your country? We're going to provide the means by which you can offer yourself."

The meeting went on in this manner. Many students felt they were not given suitable answers to their questions. Arguments between members of the audience developed as well. Mr. Bernier, Mr. Kowel and Mr. Allan, having just completed a tour of North-Western Ontario, left for Toronto last weekend.

Psychology students form committee

Psychology students and faculty are forming a committee which hopes to become the decision-making body of the psychology department.

The first meeting, held September 25, was initiated by graduate students. The meeting was largely dominated by students, with a few faculty members in attendance.

One graduate student described the purpose of the committee as "to facilitate communications between the faculty and the students." The exact powers of the com-

mittee have not yet been decided.

Chairman of the Psychology Department, Bill Melnyk, supported the students' move. He said, "A lot of the staff have the fear that students are going to be irresponsible when they are given decisions, but they're not."

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WUSC at Lakehead : Larry Anderson

Larry Anderson, recently elected to W.U.S.C. National Committee, spoke on Thursday Sept. 25 at a meeting in the senior lounge. The meeting was to acquaint students with the ideas and goals of W.U.S.C. (World University Service in Canada).

Mr. Anderson described W.U.S.C. as an organization of students and faculty to promote understanding among universities in different nations and to provide aid to university students throughout the world. It provides scholarships for black students in such areas as Rhodesia who are exiled from their home countries.

He went on to say that the traditional forms of fund raising were being abolished because it was felt that people were getting too involved with the fund raising and not concentrating on the other areas of W.U.S.C.

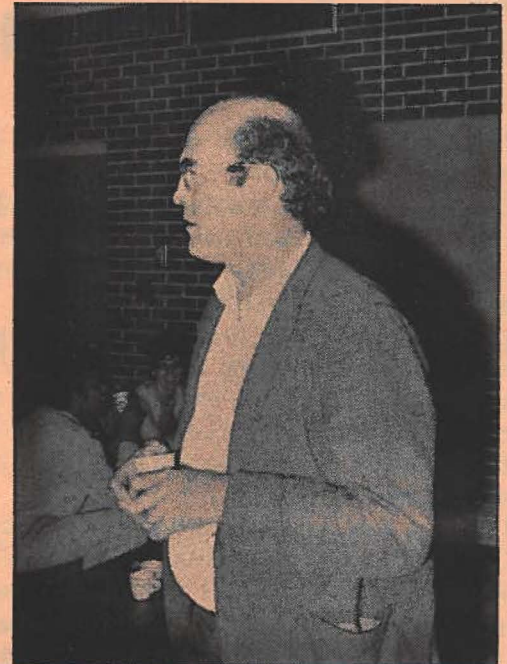
At a meeting at the University of Alberta, members voted to remove Treasure Van which provides funds to run the national office. The national staff had concentrated too much on making Treasure Van more successful. In 24 months Treasure Van will no longer exist. They also voted to remove Share Week, which

obtains monetary donations from various campuses to support the work carried on by W.U.S.C.

A resolution sponsored by the Universities of Montreal, Toronto, York and Western Ontario called on W.U.S.C. to "take public stands on matters of domestic and international political importance". From now on the concentration will be on political education and international understanding. This will be done by the presentation of films and speakers. The resolution also demanded that W.U.S.C. put pressure on the government and the community to raise public concern over domestic and international problems. This would include bettering the situation for Indians and putting an end to housing discrimination against international students.

In the discussion following, Mr. Anderson's speech, several people offered to get involved in W.U.S.C. and to come out and work on TreasureVan, as it is still to be held this year.

After the meeting, entertainment was provided in the tradition of Lakehead University: records, dancing, and a very busy bar. The meeting was well attended, with about 150 people coming out.



Larry Anderson
photo by Lummiss

Another enchanted mid-autumn festival

submitted by the
Chinese Student Organization

The most interesting and outstanding event of the Mid-Autumn Festival is perhaps the "mooncakes". These cakes are round, and four to eight inches in size. They are filled either with mashed lotus seeds and ground flour of green peas, or with sweetened ground chestnut paste.

Sometimes dried yolks are put inside the cakes to add more flavour.

There are many legends about the Mid-Autumn festival. One of these is the romantic story of the beautiful princess who flew to the moon in order to escape her cruel husband. Another one is the legend of the lanterns and the evil spirits. However, the most interesting and touching one is about Chu Yuan-chang--the national hero and the first king of the Ming Dynasty.

The story goes as far back as the world famous Mongol Emperor, Kublai Khan. He was the leader of the Mongols--a race of unenlightened barbarians but born savage fighters. During these times China was under the rule of the Sung Dynasty (920-1279). The Sung Emperor, Tu-tsung, was a highly cultured man, but an inept sovereign. He entrusted the government to an unworthy minister and some greedy politicians.

Seeing the weakness of the Chinese Emperor, Kublai Khan sent his huge army across the Great wall and invaded the Sung Empire. Despite the superiority in arms and numbers it took the Mongols more than eight years to end the courageous Chinese resistance. When the conquest was completed, Kublai Khan made himself the Emperor of China and soon began his long march into the

Middle East and Europe.

For the first time, the whole of China was in the hands of a barbarian conqueror. The Chinese people were, naturally, unwilling to be governed by an alien dynasty. They began to organize underground resistance against the barbarian rule. The Mongols, on the other hand established harsh laws and codes upon the people. Each Chinese family was forced to support a Mongol who dwelled with the family. These so called "family guards" were to keep the government informed and suppress any insurrection right from the very start.

It was at this critical time that our hero Chu Yuan-chang was born (1328). He was the son of a poor farm labourer. In his seventeenth birthday, an epidemic carried off his entire family. In order to live, he entered a monastery. The cloister, however, did not satisfy his ambitions. For, like every patriot, he wanted to revolt against the uncivilized rule.

Therefore he abandoned his monastery and became a beggar, turning by natural transition into one of the rebels. His physique and perseverance soon gained for himself a place of authority. He soon became leader of the insurrection.

Unfortunately, Chu Yuan-chang was confronted by a very serious problem. In order to drive the Mongols out of China, he needed a popular uprising simultaneously throughout the country so as to take the Mongols by surprise. But how could he inform all the people? We must not forget that every family was under the close watch of the 'family guard'. Any wrong move would be

disasterous. Ingeniously, Chu Yuan-chang thought of a solution.

It was another enchanting Mid-Autumn festival. As usual people went out to the bazaars to buy their mooncakes. But strange things happened when they cut their cakes open. Instead of the ground flour of green peas, they found the message from Chu Yuan-chang:

"It is the birthright of the Chinese to govern the barbarians and not of these latter to rule our land. Have no fear, heaven is on our side. The time has now come to drive these foreigners out of China. Kill your house-guard tonight when he is asleep. Pick up your swords and join the revolutionary army tomorrow."

By the following dawn, the Mongols lost thousands of house-guards. They also found themselves facing a strong, organized angry Chinese army. Thus the war began.

Whenever Chu captured a town, he forbade his soldiers to pillage it, with the result that the inhabitants hailed him as a liberator who freed them from the Mongols. His battles were triumphant, for the imbecility of the last Mongol Emperor had made the task of the liberation an easy one.

At the age of forty, this unfrocked monk who started life as a pauper, became the liberator of his country and the successor to the heritage of the Han sovereignty.

Today, when we celebrate our Mid-Autumn festival October 6, we always remember Chu Yuan-chang, the courageous hero whose revolution was made possible by the sweet, delicious mooncakes.



CHU YUAN CHANG
the Chinese hero

EDITORIAL PAGE

October 3, 1988

The bus game

The AMS Council was embarrassed. They really didn't know what to do.

They had passed a resolution demanding half-hourly bus service. They had decided (on paper) to demonstrate because negotiations had proven unsuccessful.

But they were not sure.

In keeping with the resolution, the general student meeting should have been a rally to organize a demonstration. Instead it was an "unofficial" meeting (the students had no power of decision), which was nevertheless chaired by the "impartial" Chief Justice, Rene Larson.

Is strict parliamentary procedure needed to "inform the student body of the course the AMS will take"?

Not a chance. Council was running away from its own decision. And a very foolish exit it was.

They stood in front of the student body as elected leaders and showed themselves as incapable of carrying out their own decisions. Yet after the meeting they retreated to the Board of Governors Room where they unanimously voted confidence in themselves.

What sort of game is Council playing? Their decisions are meaningless. Is this to be their attitude in the future?

The bus issue is not over. The AMS has a committee to carry on negotiations. Several independent student groups are getting involved. Most students at the general meeting were dissatisfied, although they wanted to give the PUC a chance to improve the service.

If the bus service isn't improved drastically, there might still be a confrontation. If that confrontation occurs, the student body will look to the AMS Council for leadership -- not confusion.

letters to the editor

A cavity to fill

Dear Sir:

Two weeks ago, the ARGUS devoted one full central page to the remarks "This University belongs to the student", "dig it".

On the contrary, what the International Student Organization strives for is to "fill it" with adequate informative material which in turn, with the support of all the students, Canadians included, may turn into knowledge and pleasure.

In plain words, I being Public Relations Officer of I.S.O., have discovered that most students have the wrong picture of our organization. They believe it is only for the foreign or overseas students.

Here I would like to draw your attention to one of the main objectives of I.S.O. namely, "to promote understanding between Canadians and Foreign students through the intellectual, cultural and social intercourse."

As the I.S.O. is in its infancy, a great deal of care and work is necessary for its healthy blossom. And this party could be a ball, if the host and the guests participate together. You know what I mean.

COME AND SHARE WITH I.S.O.

Kumar Kwatra,
Public Relations Officer,
I.S.O.

argus

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editor. ron baker
features. simon hoed
sports. larry hebert
advertising. amie anzew
circulation. gord fukushima
literary. barb williams

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letters to the editor

"deliberately did not vote"

Sir,

I deliberately refrained from exercising my right to cast a vote at last Thursday's A.M.S. elections. Further I thought it necessary to explain to your readers the situation in which I found myself and why I acted as I did. This could to some degree represent the feelings of many other 'Frosh' students at Lakehead University.

The disturbing fact was that twelve days here did not and could never have given me a functionable understanding of life at this institution. It could not give adequate knowledge of individuals to the extent where I could seriously prefer one to another in any given situation.

Posters just kept materializing on the walls, flashing the need to vote for what to me were just names, some indicating rather undesirable campaigning tactics that are to be found in the world of politics 'playing'.

I wondered what was going on. Were these simply by-elections to fill certain vacant posts? Or were they the annual general elections of the A.M.S.? I was never able to get a satisfactory explanation of the proceedings.

For the past week, I've been speaking occasionally with a particular student. On Friday night at the Arts Society 'dance' he approached me and said, "Congratulate me, I got in." Only then did I realize that at baptism he was given one of those 'flashed names'.

Then there was the incident of Kaz. Almost

brainwashed by his written name, I inquired as to who he was immediately a large picture of a bespectacled chap was indicated to me. That was the end of my knowledge of Kaz Miyata, until I met him at the Argus office the following day.

How could I vote? For whom was I to vote? One student attempted to come to my aid by indicating to me on a ballot sheet the 'good guys'. I was irritated.

By-elections or general elections, I could not under-

stand the rush. Couldn't more time have been given, so that proper campaigns could have been worked out? --- so that first year students could have had a solid opportunity to assess the political situation? They would then have been able to give justice to their voting rights.

I would recommend to the A.M.S. that serious consideration be given to this for forthcoming years.

Winston Rennie
Arts I

Artsmen not apathetic

Dear Sirs:

In the recent nominations for representatives in the Student Athletic Society (S.A.S.) council, thirteen members for the supposedly APATHETIC Arts faculty stepped forward in the much needed fashion to help. This constitutes over 70% of the council, with the remainder going to University Schools with about 20%, and a very slack 5% or one representative to Science.

Although seemingly over-

balanced with these ARTS students the S.A.S. still has an excellent council because all of these people are extremely keen, diligent and qualified to help run Student Athletics along with their executive.

Therefore, let it not be said this year by any condescending person that the Arts faculty is apathetic, at least not with regard to sports.

I remain yours truly,
Bruce Brymer, President
Student Athletic Society

Curly - tailed friend

Dear Sir:

In truth sir, the pictures of THE PIG on pages one and five of the Sept. 17th issue of the Argus were disturbing. Since the pig was hauntingly attractive, it seems a shame that she could be destroyed; her remains, probably her left ear or her left hind hoof, being employed in one of the cafeteria's hamburgers.

In order to prevent such an eventuality, may be suggest

that a P.I.G. (Piglovers International Group) chapter be set up on this campus. The chief purpose of this club will be to prevent the destruction of the pig pictured on the pages of the Argus.

Administration has assured us that Parking lot B will soon be available as a suitable mud-hole.

Sincerely,
Owen Marks.

Bus survey form

If sufficient interest exists, a bus system linking Port Arthur and Fort William with the university may be inaugurated. Leaving the University, the bus would proceed west on Oliver Road, south on Edward Street, East on Victoria Street to the downtown area of Fort William, out along May Street to downtown Port Arthur, and

back to the University. The next trip would reverse the direction.

A survey is being made to determine whether the traffic flow would warrant such a service, and the optimum routing of the bus. This survey is being conducted by students, for students, and your aid would be appreciated.



Crowded student meeting.

-photo by Lummiss

Racial strife closes Trenton high school

TRENTON, N.J. (UPI)—Trenton High School was closed Friday (Sept 27) after racial strife threatened to erupt in violence at the school.

Trenton, a troubled school closed four times in the last nine months over racial incidents, was only one of three New Jersey high schools plagued by student boycotts.

Roland Daniels, black principal at Trenton, closed the school after fist fights broke out in the school. Across the street, an angry crowd of boycotting white students threatened to chase out of a part a smaller group of black students who had come to make peace.

The white boycott, involving several hundred students wearing "Wallace for President" buttons, is in its second day. The protest centres about alleged beatings administered to whites by militant blacks. Nearly 2,000 of the school's 3,000 students didn't even bother to show up for school today.

Leaders of the boycotting whites and several black student leaders met with Governor Richard J. Hughes Thursday evening in an effort to reach an agreement that would allow classes to resume next week. There was no report from the meeting Friday.

The high school was closed once last December because of fighting between whites and blacks and again in April after

rioting followed the murder of Dr. Martin Luther King.

Meanwhile at Linden, N.J., the Linden High School was boycotted by fifty blacks protesting the suspension of a black student accused of striking two white teachers. The blacks were counter-picketed by some 100 whites.

The protestors are demanding suspension of the two white teachers involved in the scuffle, appointment of a black guidance counsellor, amnesty for all students arrested in last week's violence against the suspension, and appointment of a permanent grievance committee of black students.



Michael Lockey, originator of survey.

-photo by Lummiss

Tentative routing

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Day or night?

What days?

Please return to Argus office, behind lower cafeteria.

Students and violence

-CUS press release

Canadian press coverage of the growing Canadian student movement has been unfortunate at best, dangerous at worst. A climate has been created in which a rational debate of student demands and student tactics becomes impossible.

It is a fact that there is in Canada a growing student movement, committed to university change within the context of social change. It is also a fact that this movement still represents a minority, and that its "representativity" will be determined only as students debate and act on issues this year. But it is deliberate, cynical propaganda that this movement represents only a conspiratorial elite, dedicated to chaos and violence.

Yet this is the image con-

veyed by the press. A press which if it sincerely condemns violence should condemn those who create an atmosphere conducive to violence in our society.

CUS would like to make its position on student protest and tactics quite clear. It is ironic that the present press labels - "violent", "anarchist", "saboteur" - should be applied to a movement which has its roots deep in the struggle for peace. Both in the U.S. and Canada the student movement has grown out of a struggle against the institutionalized violence of our society - against segregation and racism, against the war in Vietnam and against the threat of nuclear war. But the charges of violence against students are as old as the movement itself - they began as soon as protest moved beyond the level of academic debate, as soon as it began to threaten established interests and attempted real change. The point is not that protest is ineffective, but rather the opposite - that our present rulers are unresponsive to new debate.

Radical tactics are not synonymous with violence. The student movement still depends on Pacifist (sit-in) and union (strike) techniques. These techniques do not negate our rational and humanitarian ends, as many would claim, nor do they exclude the possibility of rational debate. Rather they offer us the chance to effect change. It is the beginning of a creative dialogue. An opportunity to meet administrators with our demands and the power to effect change.

Violence in the student movement has been initiated by the state and the police.

Brutal repression of student protest by the police or army has been matched only by the skill with which the mass media has blamed the violence on the students themselves: At Berkeley student protest is now regularly met with clubs, dogs, mace and tear-gas - and the students are accused of being "violent"; at Columbia the police were savage not only in beating students but also deliberate destruction of university property - and the students are accused of being violent and destructive; in France the students used barricades to defend themselves against truncheons, tear-gas and tanks; in Chicago this August the same pattern is clear.

This year, in Canada we may well see theory linked with action, we may see students demanding changes in their university and using their power to see that they occur. But we need see no violence, unless administrators decide to use police against student action and student demands. This is the danger, that the mood now established by a sensationalist media, and fear on the part of administrators, will legitimize for the public the use of police repression against students. Nothing would please some administrators as much as the chance to crush legitimate student leadership, while support is still growing. Student leaders cannot abandon their commitment to criticism, confrontation and change. They can, and should, be careful that there will be no violence. The existence of violence will be decided by administrators and not students.

simon says...

Happiness is the soft, yeilding strain of pulling a cork from a wine bottle.

Happiness is watching swarms of brilliantly cloaked warriors flow, battalions strong, around the flanks of the Nor'wester.

Happiness is having your back scraped, scrubbed and other sundry things in a sauna.

Happiness is having the squish of mud between the toes in the midst of a bullrush patch.

Happiness is having a student council rise out of the mud, even if only for a period of two days, before it resumes its usual emusculated condition.

Happiness is thousands of alien creatures spinning little silk threads all over the corners of your living room. I wonder if they eat people?

Happiness is walking to the university, even if you take the bus.

Happiness is the tunnel; a little colour and originality, except for that abomination of a (would you believe...) smiling snowman.

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BRIGHT RED and blue walls, rubbers, shoes, and boots arranged in a haphazard manner, an illustrated story of Jack and the beanstalk, the excited voices of small children and the general din of diligent work —this is the free world of the Green Mantle School in Nipigon.

The school is operated by the Board of Education, and in fact is the primary school for the area. The inspiration for the school came from a local teacher who had experienced a working free school in Britain some two years ago.

There has been a considerable amount of social pressure against this type of learning situation as it differs so greatly from the normal regimented type of school. Parents, Mrs. L. Wolter, principal of the school, said, were becoming exceedingly



We've got to beat this transportation problem.

concerned about the academic welfare of their children. However, this concern is being partly alleviated by the open classes. Parents can watch pupils at work and in this was gain a better understanding of the methods adapted in this type of education.

The community has shown a lot of interest; Mrs. Wolter said reactions were varied. She said, "We are setting up a steering committee to study the Hall-Dennis report". This committee will be comprised of people in the community plus teachers and school administrators.

The pupils seemed to be very unconcerned about a stranger's presence in the room. They all had something to do and went about it in their own fashion. In the boys' Grade 1 class, young fellows were feeding and studying the rabbits in a cage off to one side. In one corner was a record player and slide projector. One pupil politely explained that this was the "quiet corner" but that noisiness was allowed in the other three corners of the room.

Another looked quietly at the rabbits for the longest time and then went to a desk to draw a picture of them. A boy was busy counting with numbered blocks, another was

The free world

printing, one was typing on the big letter typewriter; all on their own volition.

The boys were quite responsive when approached individually. When asked what he liked best, Mikko said, "I don't have to bring milk and I like the phonograph and slides". One said he liked to do numbers; another liked "the ant colony, the fish, and the book about rabbits." Karlo Kaustinen, another grade one youngster, said rather jubilantly that he liked "everything".

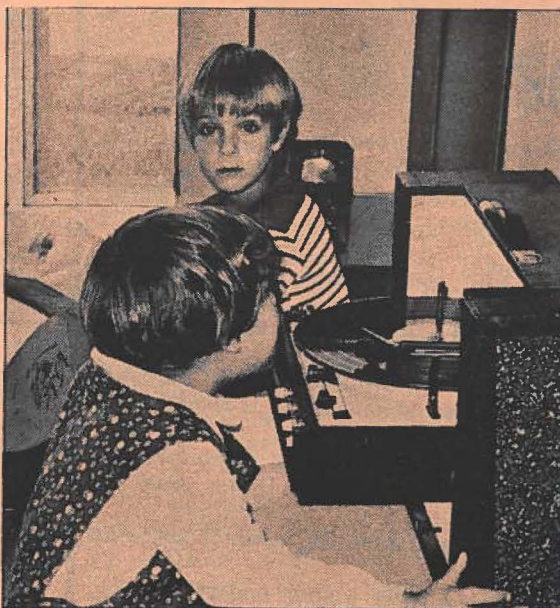
The boys and girls are separated in Grade 1. Mrs. Wolter explained, "girls quickly grasp certain rudimentary proced-

*by Bob Leggett
and Winston Rennie-
photos - Alan Roblin*

ures such as printing, addition, etc. The boys apparently sense this and do not strive to acquire such fundamentals as rapidly in a mixed group. A boy who does achieve the same level may be ostracized by his fellows and labelled as a sissy".

The grade 1 girls' class had much the same type of atmosphere. The furniture was casually arranged and there were all of the usual number charts, and letters of the alphabet. In the back, some girls were making orange sauce. One little girl told us that she could read all of the 100 or so books. She probably could, judging from the way she sped through Mother Goose.

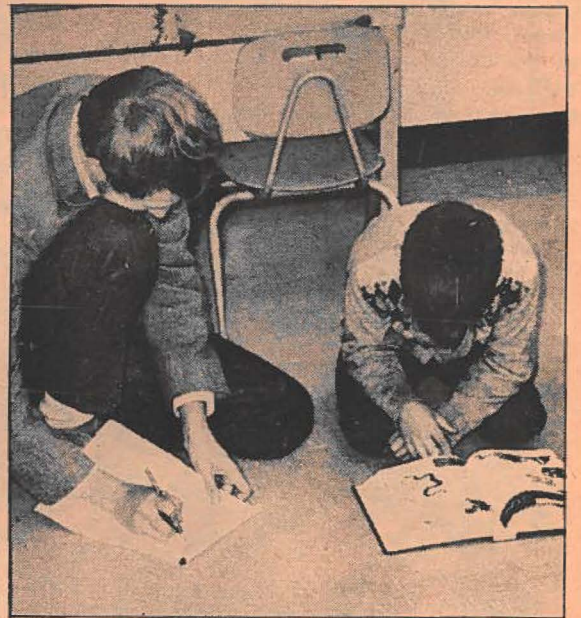
Once again some students were busying themselves with printing, addition, subtraction and reading. Others were watching slides on the projector in the corner. One girl, Sarah, was transfixed on the phonograph for three or four minutes, listening to a record. It wasn't until the record was finished that she turned and said to one of us, "Wasn't that nice? I would like to hear



"I would like to hear my voice on this thing."

my voice on this thing." We later learned that Sarah was an avid singer and listener, and often entertains the class.

The children are taught and encouraged to operate slide projectors, phonographs and all the other apparatus they have to use. They are not required to request permission to leave the room but are allowed to leave and enter the rooms as they wish. In fact, some children go into other classrooms to see a friend or to help with some project.



"I've got it here. It's all in the book."

The pupils are responsible for keeping the halls clean after lunch periods. They also ring the bell and distribute milk to their classmates at lunch time.

The obvious question that comes to one's mind after being there for a few hours is, "What are the teachers here for?" Mrs. Wolter explained to us that the school is based on the very simple principle that, "the child is the most important here; what he wants to learn is our primary concern." She said that the teachers and pupils all learn together.

One of the most striking things about Green Mantle is the way a pupil accepts his classmate's knowledge, even though the particular student may not be at the same level in a given subject. One boy in grade two was patiently assisting his friend who was doing phonics. Michael, a bright grade two pupil, was almost the class guru. His fellow classmates came to him for assistance in clearing up certain details. They accepted his knowledge with involved discussion, but very little dogmatic quarrelling.

In the kindergarten three boys were working together in the carpenters shop, a corner given over to woodworking. They were having difficulty in fastening a block of wood in the vice when Monty from grade two stopped in and showed them the proper way to do it. In a few minutes all three of them had mastered the technique and were trying their hand at their new found trade.

In one of the grade two classes, two girls were correcting each other's additions and discussing their mistakes.

Green Mantle's casual and personalized approach to school work has developed a school of diversified interests; where each student finds at least one activity he likes to do. However, through the process of socialization with classmates, a student usually will go on to other subjects.

According to Mrs. Gwen Nyman, a grade one teacher, some students may lag behind in subjects such as Reading. By the completion of grade one, however, each student is usually reading at the "required level" and in some cases, we witnessed the students reading at grade three level.

Some of the Grade 1 boys, when asked what they liked best, agreed unanimously on "work". When asked what work was, they differed considerably. Some defended "work" as 'painting'; 'writing on paper';

of Green Mantle

or 'making things'. They decided that all other activities were play. According to one of the teachers some of the pupils have told their parents that they don't do anything but play. Needless to say, some of the parents were rather excited and dismayed at their children's reports.

Each student at Green Mantle seems to possess an abnormal amount of self-responsibility. Mrs. Donnelly said that last year, she was late for school and when she arrived in the class, all the children were busy at some type of work. In fact the class was at such a normal noise level,

engrossed in writing.

Michael, a grade two pupil, was the most noticeable of all the 'bright' or 'advanced' pupils. He had started reading some months behind the normal level in an ordinary school. After one month in grade two, Michael was using the encyclopedia set -- understanding and remembering what he had read. He explained to us, using the encyclopedia, the values, traits and nature of alligators. On the same page of the book was a picture of an allasaurus which he pointedly explained was smaller than the taurasaurus.



that the other teachers did not realize she was absent.

Creativity is one of the most stressed aspects of the school's role. All the outlets, materials and facilities are on hand for each child's use. Some of the paintings were particularly good. One Grade two boy said that he had written 76 books last year and that one student, Monty, had done well over one hundred books. In grade one, a boy made a large crane from a mechanic set. It worked by reeling in the boom on a piece of string which was connected to a crank.

The pupils, at various times of the day, sit in a circle in the centre of the room. One pupil will show his work. He will answer questions about it and hear his peers offer various suggestions to improve his creation.

The children who seemed to blossom in this type of situation because of its nature were many. One boy who had failed grade one in a traditional school, had become

Kenny, who is in Michael's class, told us that when he reads to the class he has to use the 'baby book'; the prescribed grade two reader, but that he could read the other 'grown up books' on his own.

The most striking aspect of the Green Mantle school is the air of contentment which seemed to prevail throughout its inner-sanctum. Nowhere did we experience a crying or sulking child. Most of the students were obviously very happy. Alexander, in Kindergarten, could only be described as jubilant. All the students seemed to be at least adjusted and content.

The lack of superfluous rules is another main feature and to a great extent is probably responsible for the type of child we found at the school. Mrs. Wolter said that the school would ideally produce children who will not feel a failure in comparison to others but will be independent and self-responsible people.



Unemployment in the future?

The disturbing part about the situation in Nipigon is that these children will leave this 'free atmosphere' and enter a traditional public school in grade three. When asked about the problem of the children adjusting to an ordinary school, Mrs. Wolters said that they hope each pupil will retain some of the self-motivation and independence he has gained in the previous three years.

A regimented school can no doubt also produce creative, advanced and well adjusted children, but the question is how many? How many students like Michael or Monty, a grade two pupil who wrote the following story. The story is in book form consisting of eight pages, with each page illustrated and in large type letters.

It was written last year after his father had scolded him for losing his coat. It read as follows:

THE LOST COAT

"Once upon a time there was a little boy. He went off the school bus and went home. He threw his coat in a corner of the closet. Then a little dog took the coat and a big dog took it off him. The dog catcher pretty nearly got the big dog but only he got the jacket.

When the dog catcher was driving he went near a playground. A man put the coat in the garbage can. The boy looked in the closet but there was no coat. He looked under the bed and he looked and looked and looked and looked. He went to school with a winter jacket on and he sweated."

Monty Sly
Grade One.





The Motion of Another Day

The maddened god
Spins me aloft withal with all
The silent swinging ecstasy of early morning
Sings a violet of house hurled
Violently tree upon the windows
Strides a whirlwind
Upon her neighbor.
Move the massive arms of Sol
The tinnabulation of Inquisitors
Upon the roofs and circling all about
The drive of dawn: the maddened god
Spins me aloft withal with all.
He hurls me through
The sombre jagged angles
Hall and wall
The pitchy pall
Of countless rotting souls
Whose never-mingled dust is blown about
By pens and printed pages;
I also am alone:
There is a lip and arm and hair and hip
Will never enter nor I away
But fire of hell within burns dream and dream
And burns myself and burns the maddened god
Spins me aloft withal with all.
I'm tom about
The many-coloured hair of Sol
Ensnares the world and drags it o'er itself
Horizon brimming bright and brazen, dark and gone
The nothing bides alone
And braves the thought
That nothing enters in nor I away
But move with heavy heart the moon
The music of the spheres
Their coming in and going out
The naked night contracts: the maddened god
Spins me aloft withal with all.

Ted Parkins

The Fall of Autumn's Evening

The heavy heights of rocking-spectral hills
Enthroned the memories of dead Olympus
Rooted up and blood of others spills
The whispering ghosts of gods from limb to limb.
So wring their death the Advent bells the birth
Of One to come divides the fire and air
And sets the bonds of water on earth
Awaiting marriage with her icy heir.
The sun's great gravity increases, weighs
Himself unto the ground, and opens more
The fiery wounds and whispers in the days
And nights of sanguine Autumn till they roar.
But rest: The language of the gods is mine;
Another day, another sun will shine.

Ted Parkins

To paint is to love
again
And once more I find myself
insane
Within vital blues and reds
and golds
Interslashed harmony
all molds
Of imagery and emotion.

To paint is to love
again
In strokes, caresses to
retain
Some reverence for
ecstasy
In texture, line impressions
to be
Etched to inspire memory.

To paint is to love
again
And I live, love to
regain
The inspiration and
insight
Lost to mottled moments in
black light
In which knowing is
seeing
When really knowing is
being
Alive and believing.
Faith
Follows, foreshadows
Wraith-
Like linear images...
Outlining
Truth in visual coloured
Designing
A will to create and care.

To paint is to love again.
To live is to love again.
Mad, mottled moments in
Surrealist Luminism
highlights in love and living
again—
Amen.

Barb Williams

"Involved"

Let us not get involved
Let us 'be' involved
For 'getting' reeks of reluctance
And 'being' is so clean and pure.

Let us not be 'complacent'
Let us be 'aware'
For 'complacency' is the death of progress
And 'awareness' the origin of its life.

Let us not be 'alone'
Let us be 'together'
For 'loneliness' breeds 'contempt'
And 'togetherness' is so ever 'solid'
Then.....
we are involved.

W. Rennie

Once,
wild birds flew,
seen soaring over the towers at sunrise,
Learing
sharp-eyed glances (what would they care for?)
and on stronger wings
they dove,
attacked,
raked away
skin and flesh
and hungrily devoured the meek,
Rising high again,
always

above
and I used to watch.
(Lazy sunsets,
spent summers)

as I grow older
yet I can see them
flying my dream-skies
yet I can hear their

lonely call

pleading with me,
while I,
here below
beg them.

Greg Tuck

Love River

With milky smoothness.....
Her skin glows softly in the fading evening light.
Her eyes alluring; her lips tremblish with delight,
Say: "Receive my tender kiss....."

Like the leaves of the Aspen...
My shaking fingers roam with fear.
Oh God! For her now to just disappear,
I'll die, I'll surely die.....

Now atop the split mound
Capped majestically with a soft and goldlike pubescence
And the river comes rushing in; drowning my conscious sense
In a love, to heaven bound.

W. Rennie

Campus Question

Great hall as a cafeteria?

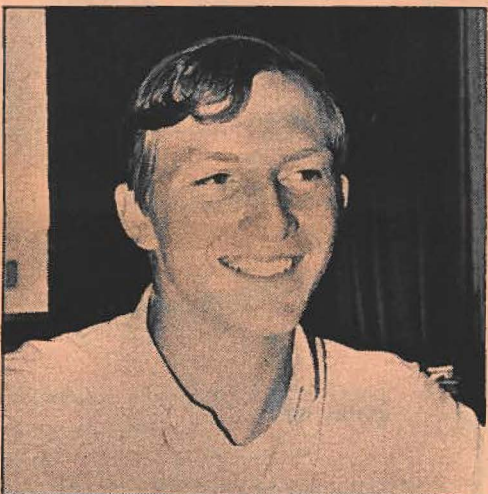
-photos by Roblin



"The Administration promised us that if we agreed to the Great Hall being used as a cafeteria, that given ample notice, the Great Hall can be cleared out for any event that we might have in there. We've had several events in there since this started, without having any problems. Also it's more pleasant to eat in the Great Hall than the cafeteria.

"We did have trouble with the student-faculty reception in the first night because there wasn't enough manpower, and we had to do half the work of clearing ourselves."

PETER McCORMACK
AMS President



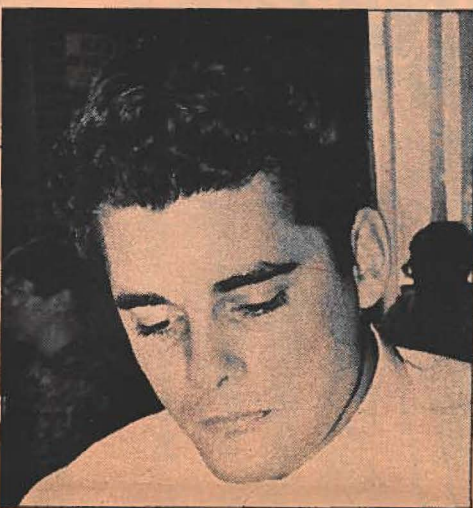
"It's a good idea because the cafeteria facilities are not adequate as they stand. Access to food is still a problem because the main courses are served only in the main cafeteria, though the situation has been partially remedied by the lunch bar.

TOM SMITH
Science 1



"I think it's a good idea. There is more room. You're not as crowded. They can still take the tables down and use it as a hall."

LORNA CAMBLY
Nursing



"One question that arises in my mind is what are they going to do when they want to have a dance, or to use the Great Hall for anything that will necessitate them moving all the tables and chairs out of here at the expense of the student?

The lower cafeteria downstairs should be used primarily for people who want snacks and not for reading and playing cards. The student lounge is available for this.

The only answer is a larger student lounge with places for them to play cards and sit around. The lower cafeteria is like a dungeon anyway -- no windows, no ventilation, and above all, it's unclean."

RON HILLER
Arts 11



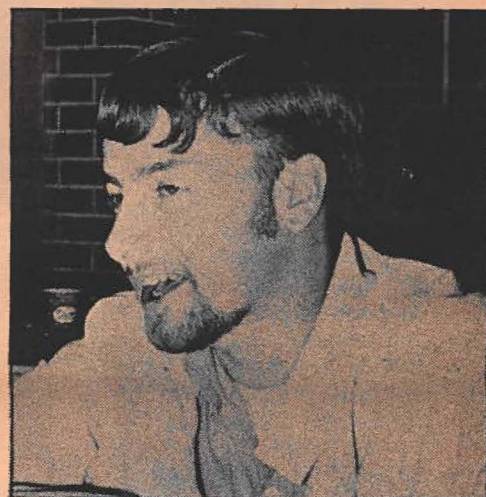
"They haven't got enough space downstairs, so I know it's working out upstairs, where it is cooler and lighter. A lot of kids are now reading there. I have been fighting poor ventilation all summer.

I think that within half an hour, they can have the whole hall cleared and chairs stacked.

I have no objections to card players and readers, but in a community, they should respect the wishes of others.

If there are any personal complaints, students can knock at my door. If there are any serious complaints, we can take it to the food committee. I will guarantee that regardless of circumstances and lay-out at present, my staff and myself will do the utmost to make the best of a bad situation."

BOB GUDE
Cafeteria Mgr.



"I think it's a good thing. It alleviates the congested area found in the main cafeteria. The cafeteria should be meant to be a meeting place, as well as an eating place. In past years the Great Hall has been vacant four or five days a week, except for weekend Animal dances and ping pong players.

Although we are now using the hall, there is no excuse for not planning ahead to have a cafeteria which is capable of seating students enrolled in the university."

DON ASSELSTINE
Science 11

Student Council threatened with expulsion

ST. JOHN'S, Nfld.(CUP)-- A boycott of the formal admission ceremony for freshmen at Memorial University has led administration president Lord Stephen Taylor to threaten all 16 members of the student council with the "gravest personal consequences" interpreted by council members as expulsion.

Taylor made the threats Friday (Sept 20) after council had told freshmen to boycott Saturday's admission ceremony to protest the university's arbitrary placement of students into a "foundation year". The foundation program requires students who are weak in some subjects to take a term of remedial work before registering in first year courses.

Only 250 out of the 1500 students showed up at the formal ceremony. Normal attendance at the affair is about 50 per cent.

Council had asked that students be given the final choice of whether to take the foundation year. In a show of hands vote at a general meeting, the students supported this by a majority of 10-1.

Describing the council's actions as "wicked and evil", Taylor said: "Your fathers would be ashamed of you". Earlier this summer, Taylor told two student councillors that any leader of a campus

demonstration would be expelled.

Taylor said, "When you reach the world of grown-ups, you will understand that you can't have everything your own way."

Student council president John Frecker and vice-president Gus Lilly met with administration vice-president M. O. Morgan Friday and reported that students need not fear retaliation for staging the boycott.

The difference between Morgan and Taylor's position apparently hinges on the definition of "disruption". Morgan says the boycott Saturday did not disrupt the university, while Taylor stated Friday night that it did constitute a disruption.

In a speech to freshmen, Taylor said, "In your students union you can be as bold, vigorous and enterprising as you like," But, he added, if the life of the university is

disrupted, "you will have to leave whether you like it or not".

A review board has been established to hear the cases of students who are dissatisfied because they have been placed in the foundation program.

Student council has stated there will be further action if any student is still unhappy after meeting the review board. They have not stated what the form of action will be.

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"Mustangs are optimistic" - Shannon

Lakehead Mustang coach Bill Shannon is tremendously optimistic despite his team losing it's fourth game 28-0 to the St. Vital Bulldogs. Shannon was especially pleased with his defensive unit which in fact permitted only two of St. Vital's four touchdowns. The coach also commented that the Pony defence had completely stifled St. Vital's game plan.

With a few added moves, Shannon hopes to contain St. Vital's speedy pass receiver, Bryner and thereby stop their major threat.

With the upcoming game with the St. James Rams, Shannon is confident of

victory. He commented that his players are edgy and very ready for that game. Practices have become extremely violent with fights almost breaking out due to extra hard hitting.

The coach doesn't plan to keep on Ram fullback, Robinson, who scored all of their points in the last game. Shannon said he doesn't think Robinson is that good.

In short, the Rams had better watch out as the Mustangs are hungry for victory, and with this being the key game of the year, the hunger pains are becoming severe.

COOCH'S CORNER

by Larry Hebert

UNDER QUOTABLE QUOTES

David Young: "If you can't be an athlete be an athletic supporter."
Chad Hannah: "If you want to play a sport do it, if you don't, don't."

John Fallis finally won a squash game this year.

The S.A.S. executive consists of President, Bruce Brymer; Vice-President, Gord Skinner; Treasurer Bill Hepditch; Secretary, Maureen Broadhurst.

The rest of the S.A.S. Council consists of these members elected by acclamation due to lack of nominations: Arts I, John Kennedy, Ray Hunt, David Vickruck; II, Cal Montgomery, Don Goodwin, Jim Johnston; III, Marita Riekstins, Terry Timmons, Brian Tees, John Pallett, Larry Hebert, Nancy Dahl, Louis Pero. Science III, Mike Urquhart. University Schools I, Doug Angus, Doug Oldham; II, Tom Fry and Bob Dubois.

Don Holmstrom is glad school started because now he can play a sport.

The science faculty has poor spirit as far as intramural sports activities are concerned.

I predict St. Louis 4-2 in the World Series.

The way I see it, if a compulsory fitness test was given to this University, the boys would rate poor, the girls wouldn't rate at all and the faculty would beat both. I think proportionally the faculty takes part in more athletic endeavors than the students on campus— the boys who play cards all day and the girls who sit on their fat derrieres (and getting fatter) all day in the cafeteria. B.O. might not be the most in thing in the world but it is not BANED.

Ten - pin bowling

An intramural ten-pin bowling league will be established and all interested persons are asked to join. It is necessary to have one 5-man team from each faculty. There will be awards for individual as well as team achievements. Top bowlers, male as well as female will form an inter-collegiate team to compete against colleges and universities in the United States.

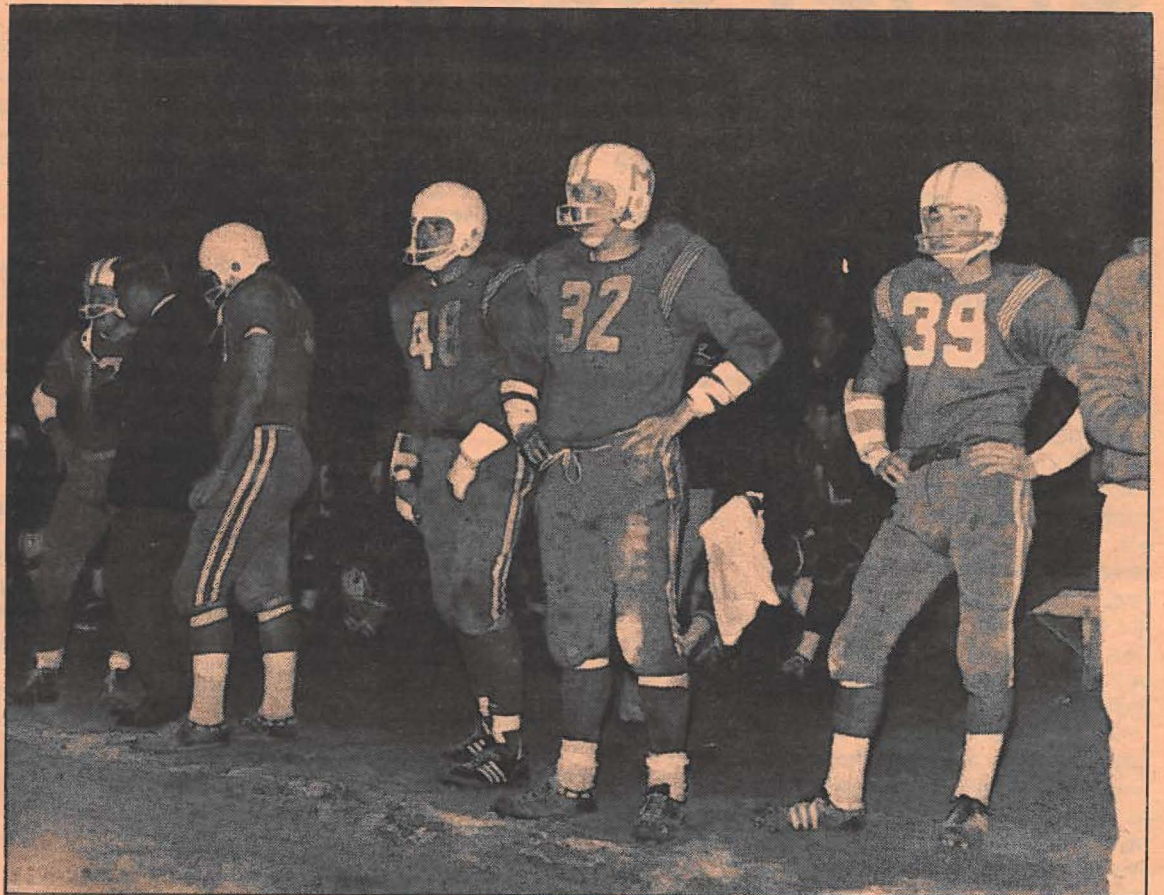
Bowling will commence at the Big 'M' Bowl on Saturday afternoons at 4 p.m. For this purpose the Big 'M' Bowl will give the university a cut rate for the games -- 40¢ per game whereas normally it costs 55¢ per game.

The intramural league will be sanctioned through the American Bowling Congress and the Women's International Bowling Congress. This will entitle participants to additional recognition for outstanding range from diamond rings for

performance. These awards perfect games (who knows?) to colorful chevrons for 'impossible' spares, triplicates etc.

In order that we might get any sort of budget from the A.M.S. we must have an excellent turnout. So sign up and get a chance to participate in intercollegiate competition.

If more information is wanted contact John F. Scott at 345-9225, or Kathy Kangas at the athletic building (ext. 213).



Shannon talks to players at sidelines

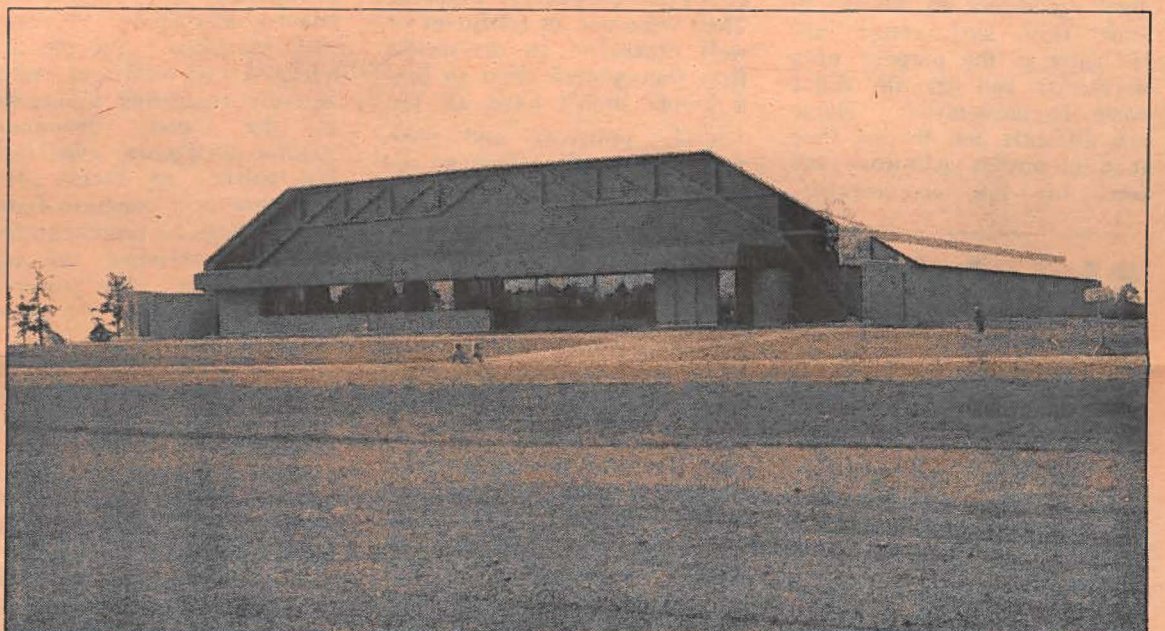


photo by Clarke

The Field House is yours!

It seems the Lakehead University field house is not being put to as much use as was hoped for this season. Perhaps this is due to a general unawareness of just who is able to use the facilities, and when. Perhaps the following will help to clarify the situation for those of you who are doubtful.

The floor facilities are now available from 11:00 a.m. to 2:00 p.m. The following sports will be set up: table tennis, fencing, weightlifting, trampolines, running, volley-ball and possibly basketball. The floor is available for students' use after 9:00 a.m. each morning.

For those of you inter-

ested in the intra-mural activities, they began Saturday Sept. 28 with flag football. Curling will begin October 27th; swimming, Monday October 21st at the Port Arthur Y.M.C.A. At 8:45 p.m. Wednesday, October 9 there will be a learn to swim, life saving,

and life guard instruction.

Athletic Co-ordinator Bill Shannon commented that the program will not get into full swing for a couple of weeks. This is a result of the huge number of freshmen students who are still acquainting themselves with their academic program.

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S.D.S. student power emotional

The Students for a Democratic Society presentation September 18 showed something of the nature of a student power movement.

W.G. Sumner writes about the power of the crowd over the individual, the irrationality of societal mores, and the nature of mass movements and manias.

"Untrained people form strong convictions which have long and firmly been held without evidence, and they offer to others the firmness of their convictions as grounds for accepting the same faith without proof. Ritual acts and observances which others can see, also conduct and zeal in prayer and singing, help this transfer of faith without or against proof," says Mr. Sumner.

It is necessary to examine both the SDS and the student power platforms by reference to verifiable facts and your own personal experiences to avoid being swept into a mass movement, willy-nilly, out of reflex radicalism and unexamined motivation. A few good questions to answer to your own satisfaction are (1) what is the purpose of a university and (2) why did I come to university? These are difficult and for me they lead to further questions and trail off into uncertainty.

Even this uncertainty is useful to the extent that it helps one reject simplistic and dogmatic answers.

I would like to express some reservations I have about the student power movement. Some of these refer in particular to the September 18 meeting and others are comments on the trends in student power and youth movements in general.

Media

One of the experiences which has made me skeptical of press coverage and the mass media treatment of youth movements was the presentation of "the hippie phenomenon". Anyone who was involved with the hippie communities in Toronto and Vancouver knows that the media misrepresented them to such an extent that they couldn't recognize them in their reflected image in the press and television.

For one thing, hippies didn't call themselves hippies. They were not as confident or well organized as the media first represented them to be—a hippie didn't have all the social, political and philosophical implications of his life style worked out.

Nor are hippies as woe-begotten and sickly as the selective treatment of the media would indicate—a hippie isn't always riddled with syphilis, hepatitis, and a yearning to return to the office job.

From this evidence I can only conclude that the media consistently missed the point. It served their purpose then to have a jubilant community of non-conformists. It now serves their ends to have a beaten and repentant band of deviates.

The reporting of student power on campus has been no more accurate. You are left with a choice of believing what you see with your eyes, or what you read in newspapers. For me, the media just makes it more difficult to understand the reality of what is going on around me.

Pigs

The method of the status quo seems natural enough. Insurgency is to be met with counter-insurgency, action with reaction. But the SDS national secretariate, while actively recruiting insurgents to the cause, denounces counter-insurgents, especially the police, as fascist pigs.

A cop is a concrete figure you can hate as representative of all established and repressive order. His power is very visible while the power of a university president is grey and anonymous by comparison, melting subtly into larger political and financial interests.

But it leaves me cold to see the police force as "the enemy". Granted that he may as an individual be insensitive and perhaps even brutal by temperament (and I have met many cops who are neither) he is still someone else's instrument. Revolutionary groups have been whipping themselves into a fervour for years, simply rallying around the issue of police brutality, making the cop the strongest force for unity in many leftist movements.

A Canadian Style

Odd as it may seem, the point where the SDS meeting at the Lakehead came to chaos was over the issue of Canadian nationalism. The SDS representatives assumed that because Americans had a controlling interest in Canadian economics, it automatically followed that Canada was just an extension of the USA—an unrecognized 51st state. It followed from this that the issues and methods of dealing

with them would be identical with regard to the student movement.

Many present didn't think so. The non-economic aspects of the Canadian society are just as important in determining our quality of life. Many of the distinctions drawn between our nations are marginal ones, but I can see the process of independence growing and it promises a confrontation with the USA which will shake relations between our countries to their foundations.

Even in the forming of student movements we seem to be looking for a unique Canadian style. If tradition is to be a guide, the short history of student movements would suggest that the Canadian students will employ less violent methods to support their demands.

Relevancy

The relevance of university studies is part of the dogma of all student movements. Is a course in anthropology or philosophy not relevant because it studies civilizations now extinct? Or can these studies, if applied, give us new perspectives on the relevant issues of today?

Sometimes I feel that the magnetic pull of the radical movement threatens to deny anyone academic distance from the current social problems. It would draw everyone within its reach into an embroilment of religious fervour, substitute rhetoric for logic, and create a new value system whereby a man would be judged worthy to the extent that he is radical and involved.

The Focus

For most student movements the focus is on Clark Kerr, Claude Bissel and the mass-producing multiversities that they represent, or the senate and board of governors and their exclusive power in determining our university careers.

The SDS has evolved to a broader focus which can only be summed up in the abstraction of "the American power structure and all that it represents where ever we may find it". I think this broadening of scope, especially before the former demands are won, is premature and impractical, and may spell the beginning of a dissipation of strength in student movements. The focus is overwhelming, the enemy ubiquitous, and it suggests no starting point.

Furthermore, from what I understand, this all-encompassing emphasis is motivated by bad faith. As the SDS speaker explained, it was brought about through the disillusionment with the sufficiency of former demands. Campuses where students have won the power to hire faculty, set their own courses, and sit on governing bodies, are still producing graduates to man American military research programs and generally joining the ranks of the other "established evil forces".

Therefore, says the SDS our aims were not comprehensive enough. We have to strike at a broader base, change the society from the bottom up instead of concentrating on the university level.

What they are saying is that they no longer trust students to make their own decisions, even when they are enfranchised to do so, because some students persist in using this power to make unenlightened choices of career. The SDS, apparently, will only respect another person's freely made decision when it coincides with their own. This is what I call bad faith.

Lest the reservations I've expressed label me a reactionary, I'd like to fill the picture in. I am in no way satisfied with the quality of my past education and I am not pleased with the way my university education is being conducted for me.

I realize there are two useful purposes for "higher learning" as far as society is concerned—to keep me off the labour market at present and to shape me so that eventually I fit into a slot in the established order. . . This realization disturbs me.

I hope to be able to work toward a social change of broad scope in re-structuring the educative process, and I feel frustrated and impatient to get on with it. I haven't yet decided on a channel to work through, and from where I sit, it appears that the SDS will be of little help in the achievement of these goals. In the meantime, I am examining all my commitments and regarding suspiciously anyone who would exploit me for their own ends, including the SDS. It is a difficult time and place to be a student.

Nazis sell Negro control equipment

TRIANGLE VA.(CUPI)--The former American Nazi Party is now selling guns by mail in anticipation of a Negro uprising, according to the Washington Post.

The group, says the newspaper, is offering by telephone, direct mail and advertising sale of what it calls "Negro control equipment" ranging from riot guns to chemical MACE.

William L. Pierce, assistant executive officer of

the National Socialist White People's Party, will not sell to anyone. "As long as it looks like a legitimate order, we go ahead and fill it," he said. But if it looks suspicious, he checks with police. "We tend to attract unbalanced people, the kooks, you know," he added.

According to the Post, the Nazi Party offshoot has sixteen active members in the United States.



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