

*Doug Brown*

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# Lakehead '68

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Magazine of the Alumni Association of Lakehead University

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The Alumni Association of Lakehead University

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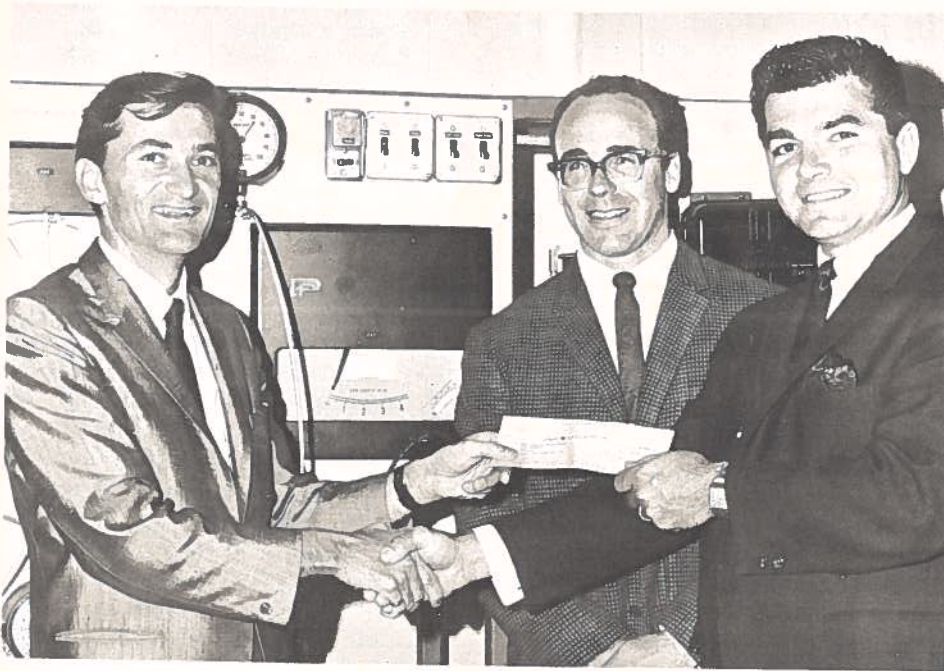
LAKEHEAD '68 . . . is the fall edition of the Alumni Magazine of Lakehead University. It is published four times a year by the Alumni Association of Lakehead University. All correspondence, letters, submissions, etc. should be forwarded C/O THE ALUMNI ASSOCIATION LAKEHEAD UNIVERSITY, PORT ARTHUR, ONTARIO.

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.

## Contributors:—

Day Laban  
Owen Marks  
Tillie Hurrell  
Dave Vibert  
Lorne Everett  
Geraldine Service  
Moe Ktytor  
Chuck McOuat  
Pentti Paularinne  
Chuck Grieve (editor)

# Unique pulp and paper program offered



Mr. Les Hannaford of the Taylor Instrument Company is seen presenting a cheque of \$2000 to Mr. H. North (left), Chairman of L.U. Engineering Department. Looking on is Mr. A. Bruley (centre), lecturer in Chemical Engineering. The donation is to be used for scholarships to students entering the pulp and paper option this fall.

Dr. W. G. Tamblyn announced July 3, that a unique three-year diploma program oriented toward the pulp and paper industry will be offered at Lakehead University this fall. The program is the culmination of three years of planning and study in co-operation with the Education Committee of the Canadian Pulp and Paper Association and Northwestern Ontario Mill personnel.

The initial study was undertaken by Mr. A. Bruley, Lecturer in Chemical Engineering at the University. Mr. Bruley's survey indicated a strong demand in the Canadian Pulp and Paper industry for both diploma and degree chemical engineering graduates with a background in paper technology. Recent surveys by the Association of Professional Engineers of Ontario and similar groups in the United

States also indicated similar trends but stressed the need for diploma or technology level engineering skills. Lakehead University's program is sufficiently broad to provide job opportunities for the graduate in many other chemical and process industries. Entrance requirements for the program are normally from the Ontario grade 12 level of the five-year academic stream.

The program will develop the student's ability to apply engineering, scientific, business and professional concepts to trade, industry, commerce or production operations in their chosen field. As an industrial technologist, the graduate will act as a liaison between the professional man and the craftsman and perform semi - professional functions of an engineering nature.

The Lakehead area can be considered an ideal location for a paper technology program. The central location of the Lakehead makes it easily accessible to students in both eastern and western Canada. Northwestern Ontario's 10 paper mills provide a wide spectrum of products and operations including several of the newest developments in paper technology. Local mills have offered technical assistance and the use of their facilities for training purposes.

An industrial advisory committee composed of prominent local mill representatives has been set up to provide technical assistance. It will act as a liaison between the University and the paper industry. A major factor in the University's decision to undertake this program was the support and co-operation shown by the industry.

As the program develops, evening and summer seminar sessions are envisaged for technical supervisors, technicians and operators presently employed in the paper industry who wish to upgrade their technical skills.

Other three year programs offered in the School of Engineering this fall are in Civil, Mechanical, and Electrical Engineering Technology. The first year in Applied Science is also offered along with a two year Mining Technology program.

## ALUMNI COMMITTEES

NEWSLETTER COMMITTEE — chairman and editor of the current issue  
Chuck Grieve '68.

MEMBERSHIP COMMITTEE — chairman, Moe Ktytor '68.

FUND RAISING COMMITTEE — chairman, Mrs. Geraldine Service.

ATHLETIC COMMITTEE -- Dave Vibert.

PROGRAMME COMMITTEE — Carol Bell.

CONSTITUTIONAL COMMITTEE — Lothar Bode.

Any Alumni who may be interested in serving on any of the above committees please contact the respective committee chairman.

# Concerning the nature of Student Power

By OWEN MARKS

Reprinted From The Argus

**QUESTION: Why is STUDENT POWER?**

**ANSWER:**

Today's student is insecure.

Today's student is secure.

Today's student is alienated.

Today's student is involved.

Today's student is immature.

Today's student is mature.

**FATHER KNOWS BEST:**

"There are a great many of you pursuing your education under difficult conditions for which you deserve tremendous credit. None of you has all the physical facilities of the University you should have . . . We pray that this University has helped you along your chosen path and has fulfilled its obligation to you in return for what you have done for it."

President W. G. Tamblyn's message to graduating students of Lakehead University; The Nor'-Wester 1966.

When I first came to Lakehead University three years ago (it seems longer than that now), there were no security cops, no five story libraries, no gargantuan science complexes, no ivy, no narcs. We had to have 60% to get in. (Unfortunately, I never asked in which subject.) But perhaps that university atmosphere was closer to what Tamblyn wanted than what he has now. The University existed because it was. The student obeyed his prof., the prof. obeyed his employer. All were happy because no questions were asked. Intellectual stagnation was mistaken for intellectual propriety. Hell, the word "liberal" was still acceptable for useage in polite society. God was ignorance. Student Power? Hell, no — we were (excuse the obvious hyperbole) like the Russian serf who muttered words of praise to Father Czar as he was being whipped into submission by the Czarist police. We didn't worry too much about our education. When Tamblyn admitted that the University had a few defects, we thought he was just being humble. But since my freshman year one distant mistake and one not-so-distant miscalculation have torn this campus (and most of the others in the West)

from an intellectual Elysium into a bright psychedelic 1968 world (reminiscent of 1848).

Vietnam and the dying liberal-oriented civil rights movement were the spoilers. Both helped to shave away the students' umbilical cord of misplaced idealism and aimless pragmatism.

**QUESTION: What do you want?**

**ANSWER: Bazarov is alive and well in S.D.S.**

In Canada, the history of STUDENT POWER should be written only in the future tense. The students of only one Canadian University (Simon Fraser, B.C.) have really been able to affect a change in the administrative levels of their institution. Within a week this summer, two presidents of this four year old university were forced to resign because of faculty and student pressure. However, the only effect STUDENT POWER has had in other Canadian universities is the administrations' granting to students a few Senate positions. Of course, not even this miniscule form of administrative paternalism has been attempted at Lakehead University. There is not even a student Senate observer here.

Perhaps the reason STUDENT POWER has never really succeeded in Canada is because of its limited base of social concern. Canadian students are still basically concerned with the problems they face as students within the university community. This country's university students have not yet found the flaming social issue with which they could light the world on fire. Thus the social anxieties of the Canadian students are directed against the closest institution of oppression they can find — the university administration. Although many radical students would very much like to destroy the economic system under which they toil, student representation on the Senate and Universal Accessibility will not be the issues which will help them do this.

#### OTHER VIEWS:

It was revealed on Saturday that a small group, organized as Students

for a Democratic Society, sparked the rebellions in the various colleges (USA). And one of the leaders of the group in an interview said, "Capitalism must go." He talked of his organization spreading off-campus and creating a "class conscious revolutionary socialist movement."

So it's out. Those who guessed that the demonstrations and takeover of university properties were organized by Communists are proven right.

Editorial (STUDENTS OUTBREAKS IN STATES SHOWN INSTIGATED BY COMMIES) in the Fort William Times-Journal, June 18, 1968.

Unlike their counterparts in Canada, American students have been presented with clear-cut social issues upon which they might take a strong stand. The draft, the war, the racial turmoil have all aided the American student in his conversion from the concerns of the academic community to those of the society in which he lives. Thus he is far more spectacular in his rejection of the status-quo, as he has a lot more than the Canadian student with which to work. However, even the uprisings at Columbia, Berkeley, and Wisconsin have been only half-heartedly directed against the problems of American Society. Basically, there still remains the primary concern with the type of education which will be received. But it must be admitted that the social awareness of today's average American student is more sophisticated than that of his 1952 predecessor whose ultimate social criticism was the presidential button: "I go, Pogo."

#### NEWS ITEM:

PARIS (CUPI)—The Sorbonne has been recaptured. Gendarmes routed the last students from the university Sunday (June 16) and began a search of the university's corridors, lecture rooms and basement for arms and documents . . . Student street fighting has been halted also. The national student union, UNEF, said, "The students alone cannot continue the battle without support."

**RHETORICAL QUESTION: Will new, improved BLACK FLAG destroy more than household pests?**

Not since the popular upheavals of 1848 has Western society been subjected to such violent manifestations of student discontent. A whole melange of academic and social issues brought students to the streets in Belgium, Germany, Poland, England, Czechoslovakia, Yugoslavia, France, and Italy. However, the student seems to have underestimated the strength of the conservative forces and the lack of major social unrest within his society (Czechoslovakia is perhaps a notable exception). Certainly the all-encompassing status-quo still remains, albeit in an altered form. Students will have a greater say in the universities still run by the bureaucrats. Their societies will remain economically what they were before the discontent. But there will be both a greater economic and intellectual freedom for the students who were willing to take their grievances to the streets. Hopefully, the reactionary's axiom "give the niggers an inch and they'll take a mile" will not wholly be disproven in Europe.

#### SONG:

Come writers and critics who  
prophesize with your pens,  
And keep your eyes wide — the  
chance won't come again.  
And I won't speak too soon — for  
the wheel's still in spin,  
And there's no tellin' who that it's  
namin'  
Cause losin' now will be later to win  
For the times, they are a-changin'.  
Bob Dylan,  
The Times They Are A-Changin'

It would seem very easy to give a pat psychological reason why certain students espouse STUDENT POWER philosophy. However, not all STUDENT POWER advocates are altruistic in their actions nor are STUDENT POWER exponents completely selfish in their motives. In most cases, certain environmental influences combined with the individuality of the student have caused the phenomena of STUDENT POWER. (Of course, that last sentence is bull shit. I can't dis-

(Continued on Page 6)

## Undergraduate bursaries to be sponsored by Alumni

This past year has seen our Alumni Association really start to get off the ground, and all of us certainly want to prevent this spark of growth from going out. The hard work of executive will maintain the association, but we will grow only with the aid of all of us. That's what the new committee structure is all about. All it takes is a telephone call to an executive member or to a committee chairman.

But financial aid is mainly what this note is about. Our association has operating expenses which must be covered in order for us to exist. Although the university provides assistance through typing and mailing services, we must pay for such things as stationary, meetings, and any printing which we cannot have done at the university.

We all want more than just to exist. We want to provide bursaries for undergraduates at Lakehead University as we will be doing this fall with money raised in our last Giving Campaign. We want to sponsor socials for our alumni such as the party put on for our 1968 graduates, their families, and friends this spring. We want to keep track of our fellow alumni and to meet them at gatherings put on by our association.

And we need money to fulfill

these wants.

The annual Giving Campaign will be asking each and every one of us for support, financially. Each member who makes a contribution will become an active member, with the accompanying privileges of being able to vote at alumni meetings and being eligible to hold office in the association.

But we do have operational expenses. So the first three dollars of each contribution will be used to defer these expenses. Any amount

above three dollars will be put in a trust fund and a receipt will be issued for this amount. The receipt may be used for income tax purposes.

Social events will be put on by the association in order to raise money to pay for such things as the 1968 grad. party, a party which we hope will become an annual affair.

So please respond financially when the Committee begins its campaign. All of us. Thank you.

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## Passing-Out Party success, programme committee praised

Lakehead's first "Passing Out Party" was held on June 6 in the University Residence.

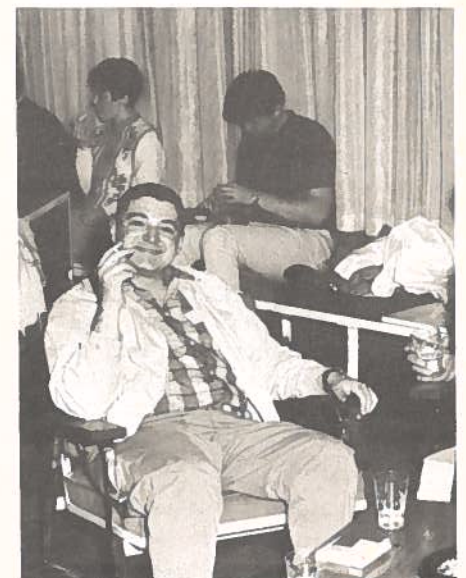
The Alumni, in its bid to welcome the '68 graduates, had originally planned an outdoor barbecue and beer party, enhanced by folk music and various field games. Weather not permitting, the festivities were moved into the Residence.

While the '68 grads. were permitted to enter free of charge, all faculty, alumni and guests were charged \$1.00. Upon entering the Residence each person signed the guest book, whereupon he received a sticker that indicated his name and position — '68 grad., '67, '66, faculty, guest, etc. Each person was then treated to his unlimited share of 1,000 bottles of beer. This was supplemented with four large pre-cooked beefs totalling to the size of a large calf. With the lights subdued, the white and red checkered table tops, centre-pieced by flickering candles, created a lively, rustic mood. The background folk music, provided by two large stereos, soon had the crowd of over 250 ready to sing along. At that time, Bill Kuzik and Charlie Capstick were introduced. With two guitars and a rousing choice of songs they soon had everyone singing. When Bill and Charlie had exhausted their vocal chords completely, a strong minority, who had kept their throats well moistened during the singing, summoned Doug Gould to play on the

Baby Grand. Doug, who plays virtually anything you would like to hear, led the sing-song for the next two hours. The party, I am told, lasted until 3:00 or 4:00 a.m. The net cost to the Alumni, after donations, was \$200.

Many reports of praise for the organization, staples, and conduct of the people, have been received. It is our strong desire that this event become an annual part of the graduation activities.

Many thanks to the program committee who nearly stayed sober that night!



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## Student Power (cont'd)

cover why another student would endorse a line of student radicalism. Speaking for myself, the reason STUDENT POWER is appealing is to be found in my wish to be appreciated as a meaningful member of the university (and society perhaps). Of course, I am intelligent enough to notice that there are obvious inadequacies in the academic and social communities in which I exist. But my own altruism, admittedly, is tempered by a wish to be more than just a number on a university I.D. card (69-969) or an even longer Social Insurance Number (610-236-747).) As for the future of STUDENT POWER, only one conclusion may be reached — it will not die an easy death within the immediate year.



Don Domansky

## Sports Schedules

Many alumni will no doubt be interested in attending hockey and basketball games this year. The following is the schedule of home games in both sports.

### Basketball Schedule

|                                      |
|--------------------------------------|
| Nov. 14, Alumni—7:30 p.m.            |
| Nov. 22, Southern State—7:30 p.m.    |
| Nov. 23, Southern State—7:30 p.m.    |
| Nov. 29, G. Beadle State—7:30 p.m.   |
| Nov. 30, G. Beadle State—7:30 p.m.   |
| Dec. 11, Th. Bay All-stars—7:30 p.m. |
| Dec. 20, Itasca State Col.—7:30 p.m. |
| Dec. 21, Mesabi State Col.—7:30 p.m. |
| Jan. 3, Hamline Univer.—7:30 p.m.    |
| Jan. 4, Hamline Univer.—7:30 p.m.    |
| Jan. 17, Vermillion State—7:30 p.m.  |
| Jan. 18, Vermillion State—1:30 p.m.  |
| Jan. 24, Concordia College—7:30 p.m. |
| Jan. 25, Concordia College—7:30 p.m. |
| Jan. 31, Hibbing State—7:30 p.m.     |
| Feb. 1, Hibbing State—1:30 p.m.      |
| Feb. 14, Northland Col.—7:30 p.m.    |
| Feb. 15, Northland Col.—1:30 p.m.    |

### Hockey Schedule

|                                    |
|------------------------------------|
| Nov. 23, Lake Sup. State—8:00 p.m. |
| Nov. 24, Lake Sup. State—1:00 p.m. |
| Nov. 30, Michigan Tech.—8:00 p.m.  |
| Dec. 1, Michigan Tech.—1:00 p.m.   |
| Dec. 6, Wisconsin State—8:00 p.m.  |
| Dec. 7, Wisconsin State—1:00 p.m.  |
| Jan. 25, Bemidji State—2:00 p.m.   |
| Jan. 26, Bemidji State—1:00 p.m.   |
| Feb. 1, St. Cloud State—8:00 p.m.  |
| Feb. 2, St. Cloud State—1:00 p.m.  |

All hockey games will be played in the Port Arthur Arena, and all basketball games in the Lakehead University Fieldhouse. Contact the Athletic Department for information on season tickets.

# Domansky named Coach

Don Domansky has been named Track Coach at Lakehead University. A 1968 graduate of UCLA, Domansky will also be employed as a Systems Analyst in the Computer Centre at the University.

He has proven his leadership ability as Captain of both the UCLA track team and the Canadian Pan American team which competed in Winnipeg last summer. He is part of the 440 yard relay team which holds the world record of 39.6 seconds set in 1967. He also holds the Canadian open record in the 440 yard and 400 metre events, the 440 yard relay, the mile relay, and the 1600 metre relay. While competing at UCLA he set the school record in the 400 metre run and helped to break the one mile and 440 yard relay records. Don received medals from the British Commonwealth games in Jamaica and from the 1967 Pan American games.

A chance to compete in the 1968 Mexico Olympics and the opportunity to compete in the 1972 Olympics are foremost in Don's mind and he is presently training daily for the trials.

George Birger, Athletic Director at Lakehead University was asked to comment on the new track coach and how he would fit into the athletic program. "Track and Field News", considered the foremost track and field magazine in North America", said Mr. Birger, "rates Don Domansky fourth in the World in the 400 metre event. Lakehead

University, and the Lakehead, are fortunate to have Don Domansky returning home and bringing with him a wealth of experience and ability." Continued Coach Birger, "There is no doubt in my mind that Don will not only prove to be a real leader for track and field at the Lakehead but will make the Lakehead University track team a strength in United States and Canadian competition."

## Lakehead Review now on sale

A major documentary survey of the early history of Northwestern Ontario is included in the first edition of a new Lakehead University scholarly publication, "The Lakehead University Review."

Entitled "The Landing and the Plot", the article was prepared by history professor, Dr. Elizabeth Arthur. It is one of five papers by members of the University's academic staff.

Other articles in the 90-page review are: "Shelley's Image of Mother and Child" by Dr. John G. Rideout, Chairman of the English Department; "The Indian and Negro in Mark Twain: Stereotype or Reality," by Associate Professor Dr. Lewis Smith of the English Department; and "Migration and Persistence of Certain Arctic-Alpine Plants in the Lake Superior Region of Ontario" by Prof. D. R. Lindsay, Chairman of the Biology Department.

The continuous research carried on by the academic staff at the university will provide the source of material for future editions. Published twice yearly, the "Review" will include an article on local research in each publication. A book review section will also be included in each edition.

The "Review" is now on sale at the University Bookstore for the price of \$1.25. The second issue will be on sale in November.

At the start of a new academic year it is customary to speak cheerily and enthusiastically of new, bright beginnings, of the accomplishments of the year gone by and the hopes and aspirations for the year to come . . .

This, however, has been a most unusual year.

While I am writing this, crowds are surging through the streets of Chicago, protesting the American Way of Life, the toughest police-force in the United States is beating unarmed demonstrators with nightsticks, kicking at them with heavy boots, bombarding them with tear-gas and dragging them by arms and legs to the paddywagons. Crowds of young people are chanting "Sieg Heil!" and "The whole world's watching!", while in an arena surrounded by barbed wire and army-tanks the delegates of the Democratic Party are choosing their candidate for the Presidency. The land of the free and the home of the brave has, in its desperate attempt to stop riots and violence in the streets, become a police-state.

Elsewhere in the world, Soviet tanks are rumbling through the streets of Prague, invading Russian troops are violating the sovereignty of Czechoslovakia, on the pretext of "protecting" the rights of the workers. The Czechs' desire to rule their own "new" brand of Communism, has offended the Soviets, self-styled guardians of the "old" Communism.

On the academic scene we have witnessed student-riots in France, riots powerful enough to disrupt the entire country, and, — closer to home —, the brief uprising at Columbia University in New York, due, of all things, to expansion and progress! And we have promises of more to come. Student councils are pledging themselves to support national organizations in their plans to "reform" academic life by radical means. Ideas as to what this reform should consist of are vague and undetermined, but the key-word is "change", and whether this change be for better or for worse seems less important to its advocates than the immediate overthrow of the presently prevailing conditions.

# The edge of the Volcano

By DAY LABAN '67

Sitting on the edge of this volcano is hardly conducive to contemplation and objectivity; for most of us, according to our individual temperament, it leads either to resigned indifference, or to an urgent desire to press the panic button. Therefore, in order to judge the situation in which we find ourselves, we must regard it from some distance, in order to gain proper perspective:

Basically, this struggle in which we are all willy-nilly involved, is a battle of the generations: the "new" politics versus the "old" politics, the "young" view of what education should be against the long-standing academic tradition.

Contrary to what is happening in the United States, the rejuvenation of the political image in Canada took place painlessly and with a minimum of strain. In fact, never has there been such a resurgence of interest in politics during any previous election, such total involvement not only on the part of those who could vote, but also on the part of the youth-groups of the various political parties, and countless other young people, who had never before shown any interest in politics. Canadians, young and old alike, found the choice of a government for their country important enough to become involved in a common goal. This in itself is proof that the generation-gap can be breached, that, at least

in our country, alienation has not reached the point of no return. That *rara avis*, the Canadian Identity, is finally emerging; we no longer look longingly and enviously across the border at our great neighbour to the South: with horror and pity we see what is happening to the most powerful nation in the world, and for once in our ungrateful lives we are glad to be Canadians. We no longer wish to emulate the United States, instead we are striving to show the world how very different our own way of life is.

If we can do this in the political field, we should be able to do it academically as well. Canadian universities fully realize that all is not well, that reform in many facets of academic life is warranted and long overdue, and they are doing something about it. The emphasis is on dialogue and cooperation, on recognition of student-government and its rightful place within the frame-work of the University. Our largest universities and their administrators have shown their willingness to seat student-representatives on council and senate, so that the entire university-community can become involved in academic reform, including the student-body, without which the universities would cease to exist. Here, too, we must preserve our Canadian individuality, we must show the rest of the world that

(Continued on Page 14)



Professors Magwood, Dawson, and Northcott leisurely strolling in the Black Sturgeon area.

Only a certain amount of research work can be done in the classroom. With this basic fact in mind, Lakehead University may soon bring the student out with Mother Nature in a project unique for Canada.

A former Lands and Forest station on the shores of Black Sturgeon Lake may soon become a "bush" classroom for study, research and seminars. Located 98 miles from the Lakehead it will be a home away from home or a university away from university for professors and students in such fields of study as biology, archaeology and forestry.

The University is just waiting official approval from the Dept. of Lands and Forests on the project. It is expected within the next few weeks. A one dollar token fee will complete the transaction.

The 25.7 acre site includes seven well-maintained buildings which will be converted into field laboratories for animal and plant studies and archaeological research. In addition, classroom and seminar facilities will permit "on the spot" teaching of young graduates.

## Black Sturgeon

The University has applied for provincial government grants to operate the station in the coming fiscal year. Such grants would ensure that each station would have a resident director, a small permanent staff, modern laboratory equipment, a library, and in effect — a well-equipped and self-contained teaching and research unit.

Chairman of the Biology Department, Professor D. R. Lindsay, said that the university could make extensive and year round use of the station for teaching and research.

"During the normal university year, field trips to the station could be a regular part of many Biology

courses," he stated. "In the future, Biology courses offered during the summer session would probably be given entirely at the station because of the availability of fresh and living study material."

"Most of the field research by students and staff would be conducted at the station," said Prof. Lindsay. "All aspects of the ecology of northern animals could be investigated. The significance of snow to animal activity will form a large part of these ecological investigations."

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Lakehead University was created to fill a lack of facilities for higher education which had limited the opportunities of our young people, and indeed, the entire potential of Northwestern Ontario for so many years.

Today we can see the physical change taking place as new buildings rise and programs develop to meet this long-standing need. But we believe that there is a more important change taking place in Northwestern Ontario today because of the University. This change is intangible and difficult to define, yet it exists. It is made up of many factors.

One such factor is pride. We hope that the people of this region, from Kenora to Wawa, look to the University with pride — not as a status symbol, but as a place of opportunity and as a point of recognition of this area's potential.

Another factor is the new generation of today and particularly the small but growing body of graduates of Lakehead University. It is the young people today who will direct the destinies of our world tomorrow. And it is to this generation that our University is dedicated. We have accepted the responsibility of preparing them for the tasks of leadership which lie ahead. As noted in one of the earlier stories in this series, more than 80% of our graduates have stayed in Northwestern Ontario to teach, work in industry, or to undertake further studies. They are helping to fill that vast vacuum of young leadership which our region has suffered from in the past.

The University and the Lakehead community itself is a third factor. The presence of 120 members of the University teaching staff, many qualified and recognized experts in their field, inevitably will have an effect on the social environment as a whole. Furthermore, research projects aimed specifically at Northwestern Ontario are underway in many fields and will be expanded greatly as our graduate programs and faculty develop.

Often the costs of building programs and impressive architect's sketches of multi-million dollar buildings tend to obscure the other more important human values that the University should bring to the area. During our recent campaign

# Lakehead U. and the Educational Process

By DR. W. G. TAMBLYN,  
President, Lakehead University

for public support, we tried to explain the range of other than financial benefits, such as new opportunities for human development and the search for new knowledge in all areas, that the University must promote and foster. The benefits to be derived from these areas are what we must continuously strive for.

In the years ahead Lakehead University's role and character will broaden as the scope of our activities increase. Today our energies and talents must go into filling the gap which exists. Tomorrow, the University should not only provide the opportunity for our young but also be a leader in finding a better and richer life for all.

What does the future hold for the instructor and the student in the educational process or system?

It is difficult to try to envisage what education may be like 25 years from today. We must remember that it is always a source of embarrassment to mankind that he constantly underestimates himself. The world of science fiction only 30 years ago has become a reality today.

I offer these opinions solely as a person vitally interested in the educational process and one who has been fortunate during the past few years to have worked closely within that process. These thoughts should not be misconstrued as recommendations or suggestions.

In the main they represent my impressions of some of the trends, plans and current thinking in the field of education today. I feel that part of this system we will be forced into because of overriding economic factors and that other parts will be possible and advisable because of our new technology. Some of it I do not agree with . . . other facets I feel are long overdue.

I envisage a single complex of education including what are now elementary schools, high schools, colleges and universities. The artificial barriers presently existing in our educational system will be broken as the non-grading system and other new innovations become part of our process. We may still have the physical buildings representing these links, but the underlying philosophy behind education

will be an uncategorized approach. As times goes by the physical barriers will be eliminated as well.

The advantages of the ungraded system are well recognized. In fact experiments are going on throughout North America and indeed even in the Lakehead today in this field. Once the grading system itself is eliminated and students are allowed to proceed at their own speed relative to their capabilities in each subject, it is a logical progression that the categories of elementary and secondary school and post-secondary will soon become meaningless.

The talents of most students are not generally on a broad scale, and if we can make education more of a continuous process, then I believe that the special talents of each individual can be developed to a greater degree. There is no point in holding up a brilliant artist, as an example, from the further development of his skills merely because he is unable to cope with Mathematics. Steps have already been taken to allow the student to set his own pace. but I think there will be a much further development in this area in the future.

Today's neighbourhood school

will probably disappear. It is cheaper and more efficient to transport the older students, in particular, to a large educational complex than to build new schools a few blocks apart to meet the pattern and needs of our sprawling suburbia.

The process of teaching, particularly in the universities, will undergo major changes in the years ahead. There is a growing movement even today against the lecture system. Instead of this lecture system, education will become much more of a self-learning process with the student participating with the professor in his research work. Research will be a learning process in itself with the student gaining practical knowledge as he works alongside his instructor.

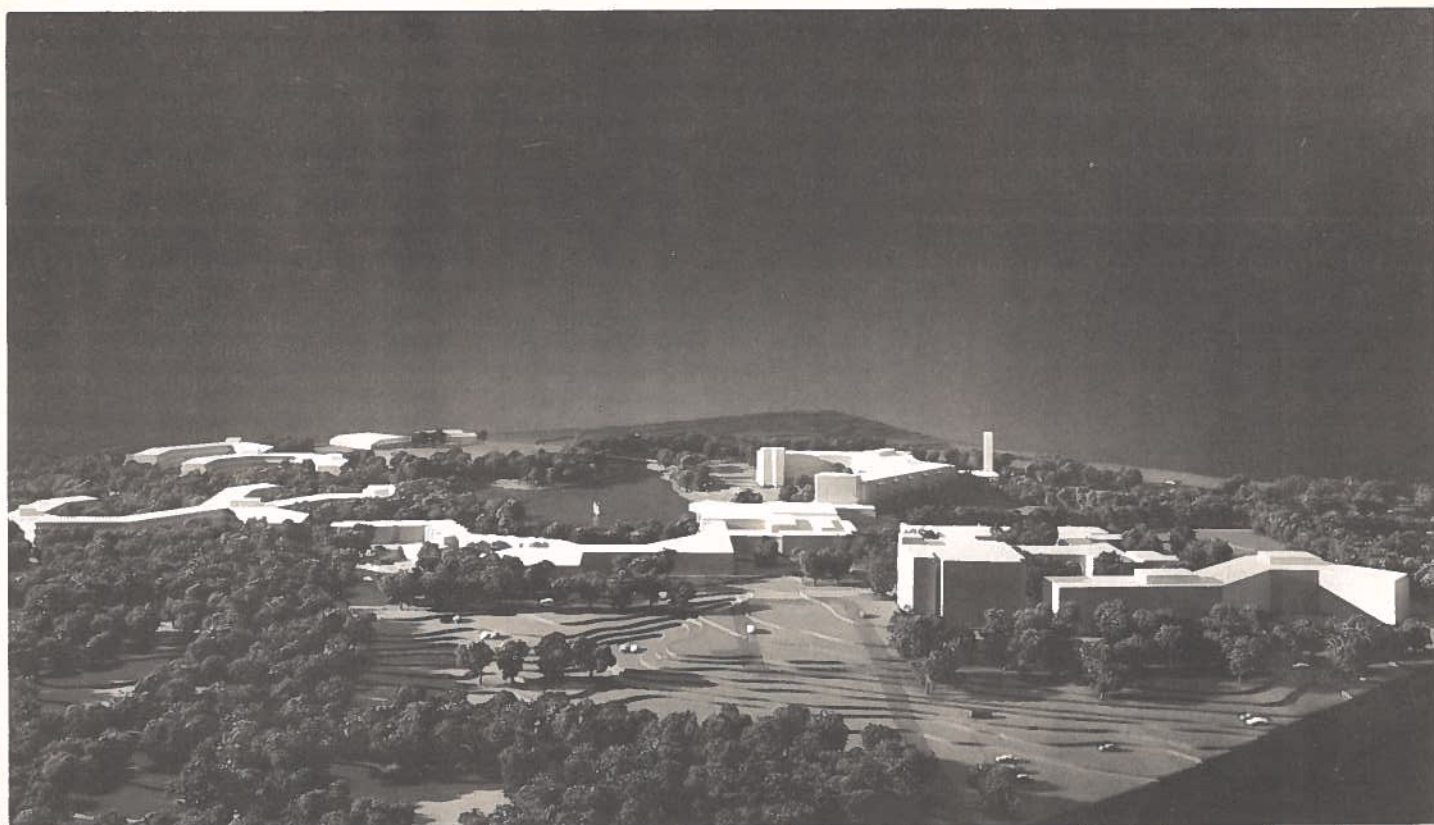
At the centre of the learning process will be a library of tapes and other audio-visual equipment. The vast increase in knowledge will make books almost outdated before they are printed and thus libraries will become storehouses for information on tapes and special microfilm cards which will be inserted into teaching machines. Students will have individual electronically-controlled teaching booths. They will

be able to solve science problems. listen to selections from Shakespeare and draw intricate mechanical designs all with one piece of computerized equipment.

What we now regard as formal lectures will be available on videotape and may be seen either on an educational network or at the institution involved at any time. Plans have already been prepared for both a provincial and regional system of educational broadcasts so that such lectures may be viewed not only by university students, but by anyone interested.

There will, of course, be no formal entrance requirements for university in the continuous process. Some students may enter the final formal stages of their educational training at 15 while others may not reach this level until they are in their 20's. However, I foresee all students over a certain age, 18 or less, receiving a normal wage for their years of study. All education will be subsidized entirely by government and education will be open and free to those of all ages.

The approach to the individual disciplines will probably change as well. We are living in an inter-



Architects' model of Lakehead University Campus, 1970.



Architect's model of Lakehead University in advanced stages of development. From the camera's vantage point, looking southwest across the campus, existing buildings (academic quadrangle, library, field house, University Centre, residence) and those under construction (University Centre extension, Science complex, residence complex) constitute only a small part of the total picture.

dependent world and research in the world and research in the future will be interdependent. The old divisions between the individual disciplines will be replaced by the broad fields of the humanities, social sciences, pure sciences and applied sciences. Instead of departments we will see more interdisciplinary centres such as the Institutes for Social Studies or Great Lakes Institute and the Institute for Urban Studies. Students and professors will study the sociological, economic, historical and psychological factors of a **particular** problem using mathematical methods and computerized techniques.

Graduate studies will be centralized and specialized. The high expense of medical schools and other highly sophisticated and expensive areas of study will force a centralization of such facilities. They will be too costly to duplicate at every university and so each university will probably specialize in one or more areas of advanced study. These areas will depend on the particular geographic location of the university as well as the special abilities of

the professors and researchers within the institution. Lakehead University, for instance, may specialize in geology, forestry or possibly biology or northern studies. In effect the doctors will go to certain universities, the lawyers to another, the biologists to another and so on.

The classrooms of the future? There will be no classrooms. The student will use his teaching machine in his own self-learning process. He will meet for tutorials and seminars with the other students in small seminar rooms on a regular basis and will work together with the professor almost as an apprentice in research. The huge lecture classrooms will have little place in the school of the future.

Who will be the student of the future?

Certainly our universities and colleges will still be made up of the 18-20 year-old students preparing themselves for a future. However, they will be equalled in number by the adults, their fathers and mothers, older brothers and sisters who will be undergoing retraining programs. It is estimated that the student of

the future will have to retrain himself three times during his lifetime due to the vast changes which will be brought about by new knowledge and technology. Education will be a lifetime process.

We must remember the fact that the overall field of knowledge is doubling every 10 years. Man will learn more in the next 10 years than he has learned since the beginning of time!

It is absolutely vital for the future of Canada and of all Canadians that everyone acquires the maximum of knowledge that they are capable of absorbing. International competition of the future will not be a matter of relative military strengths but rather a matter of levels of knowledge and technical skills. These will be the critical factors affecting standards of living and human welfare. Therefore the future of Canada depends to a large degree on our educational system and the success we achieve within that system.

# Ambitious Plans by Music Director

Lakehead University's Music Director, Boris Brott, has been a busy man in the short period he has been here.

Arriving in the Lakehead in November of last year, he brought with him an impressive list of accomplishments and credits, but he didn't even slow down for a breather. As the University's Music Director, and as the Music Consultant to the public and separate school boards of both Port Arthur and Fort William, he immediately launched an ambitious programme which to date has been hindered only by the Lakehead's proverbially foul winter weather.

Last year, in his role of encouraging and guiding the development of music at the Lakehead, he brought in the Canadian Festival Quartet for several concerts and performances, the Toronto Woodwind Quartet, his brother Dennis Brott, an accomplished cellist at 19, and he sponsored Tom Kelly and the Lakehead Symphony Orchestra on occasions.

Two concert series started by Boris Brott were the occasions at which the various artists performed. His "Intimacy" concerts were augmented by noon-hour "Mods Make Music" programmes held at the University specially for students. Mr. Brott explained their conception further.

"Intimacy is the natural name for an all-embracing evening of intimate participation in music," he said. "Low lights, a soft arm chair and your very own quartet almost at arms length . . . what could be more inspiring."

"Music tends to be viewed in terms of stiff shirts, tailcoats, and a mausoleum-type atmosphere," he continued. "I believe that this image must be changed and that is exactly what we are trying to do in these series."

And change Boris Brott did. His "Spring Serenade" concert was so successful that another was held. These concerts featured genuine European - style atmosphere: the audience sat at cabaret tables covered with red and white checkered

table cloths, ate imported cheese, drank wine, and listened to an evening of good music — all in candlelight.

He also brought together an unusual combination of musical talent when he presented folk singer Tom Kelly and the Canadian Festival Quartet on the same bill. But it was all part of the change of which he spoke.

Not content with the hectic pace at the Lakehead, Mr. Brott kept up his busy international schedule. During the year he was guest conductor of the Calgary and Vancouver Symphony Orchestras, and was one of four winners in the internationally recognized competition for conductors, the Dimitri Mitropoulos Competitions in New York. On winning that competition, he conducted the New York Philharmonic Orchestra. He is now an assistant conductor with the orchestra. And to top it

off he took his own orchestra, the North Synfonia Orchestra of England on a tour of the United States and Canada. The latter orchestra is the only permanent one in England.

And all at the age of 23.

Youth is something Boris Brott has going for him. His interest in youth and his love of music were both instrumental in the organizing of the "Youth for Music" Organization at the Lakehead.

"The organization's main purpose," he said, "is to create interest in both Lakehead University and Lakehead Symphony Orchestra concerts next season. A concert for young people is only one of the many items on the forthcoming musical agenda."

You can be sure that the musical agenda Boris Brott comes up with will be of interest to everyone with an interest in music.

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## Black Sturgeon (continued)

In speaking about the Black Sturgeon area itself, Tom Northcott of the University's Biology Department said: "It is reasonable to think that all disciplines of science would be interested in investigating this vast area."

"It is probable that the Black Sturgeon area would be the only easily accessible research centre for northern studies administered by any Ontario university," he said.

Not only would the station serve as a natural environment for studies in the sciences but it also could be a centre for seminars and special lectures by eminent scientists," said Prof. Northcott.

"The approximate four to five hours return driving times makes a one day trip possible and other trips could involve a two-day visit," he said. "The station is easily accessible as one of its borders is the road to Armstrong which is maintained year round."

The advantages to the study of archaeology are also far reaching. "It's location in the Boreal Forest

is excellent for investigating the relationship between post glacial ecologies and prehistoric cultures in the Hudsonian Biotic Province," said Director of Northern Studies, Prof. Ken Dawson.

He said that research of the area would lead to the better understanding of the ways in which man dealt with the resources of his natural surroundings through adaptation of his culture.

For forestry students the station would compare with the facilities which the University of Toronto now makes use of at the Ontario Forest Technical School in Dorset, Ontario.

It will provide an area of study for forest soils, forest insects and forest pathology as well as studies of regeneration, logging practice and practical instruction.

The Black Sturgeon Station would work on a year-round basis deep in the Northwestern Ontario bush where Lakehead University may soon institute yet another form of expansion.



Alumni Association Executive: (L. to R.) Dave Vibert, President; Pat Taylor, Secretary; Pentti Paularinne, Trustee;



Joe St. Amand, Treasurer; Carol Bell, Past President; Lothar Bode, Board of Governors Representative. Missing is Marg Page, Vice President.

## Athletic grants considered

During the past several months the Alumni Athletic Committee has been holding meetings with representatives of the Administration and the Athletic department to lay the foundations for a grants-in-aid programme to provide financial assistance to deserving varsity athletes.

Members of the committee are Brian McKinnon, Taras Kozyra,

and Dave Vibert, while Mr. Morgan and Mr. Birger represented the Administration and the Athletic Department, respectively.

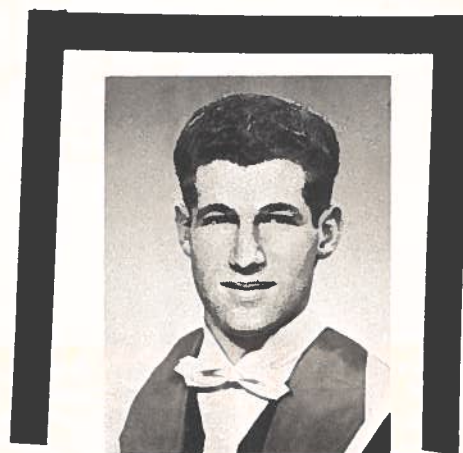
The primary objective of the grants-in-aid programme should be to provide financial assistance for athletes from this area who would prefer to continue their education at Lakehead University, but who find it difficult to resist the considerable financial help offered to them by American universities. Grants-in-aid will take the form of tuition, fees, and room and board, instead of cash. Wherever possible, the grants will be reviewed in January.

In order to be eligible for a grant, an athlete must both meet the academic requirements of the University, and win and retain a position on a varsity team. The academic eligibility of an athlete may be withdrawn by any dean or professor who feels that the athlete's studies are suffering due to his participation in varsity athletics.

At present, interested Lakehead businessmen and other individuals are being approached for donations. All donations go into the grants-in-aid fund, and no donor may direct his donation to a specific sport or an individual athlete.

Grants-in-aid will be made on the recommendation of the coaches subject to the approval of the Athletic Committee, which consists of three alumni and three representatives of the Administration.

For more information about the grants-in-aid programme, and what you can do to support it, contact one of the Committee members.



THOMAS F. MacLEOD (67)

Thomas F. MacLeod (67) suffered a seizure at work Monday, August 19, and died without regaining consciousness. He was 23, and had been employed by Simpsons-Sears, Port Arthur, as a management trainee since May of this year.

Tom moved to Fort William with his family in 1961, and he graduated from Fort William Collegiate Institute. While at Lakehead University he was active in the Camera Club, the Yearbook, the Arts Society executive, and was Chief Proctor during the first two years of the proctor force's existence. He was also a contributor to the Argus. He took his general BA in English and History in 1967, and at the time of his death he was completing his Honours degree with the intention of continuing for his Masters degree.

Surviving are his widow Joanne (nee Siegers) who graduated from Lakehead in 1967, son Robert F., aged one year, parents, sister, and other relatives.

The Alumni Association joins the rest of the University community in mourning the loss of a valued member and a good friend.

## Volcano (cont'd)

change can come about without violence, that evolution is preferable to revolution. We must be masters in our own house, not climbers on foreign bandwagons, or shouters of foreign slogans. The problems of the Canadian students are, fortunately, quite different from those of the American student: no threatening draft, no insurmountable racial struggle. Therefore, the solutions, too, must be different.

Selfdestruction is becoming the great American pastime, and we who are sitting near the edge of the same volcano must be careful not to toss our torches into the crater, lest we help precipitate the explosion. Rather, we should retrench to safer territory, to observe and consider. From a bad example, one can learn how things should **not** be done, and right now bad examples are in plentiful supply. May we profit from them, without becoming smug. And thank our lucky stars that we still have a chance to move off that volcano.

## Oh Yeah?

What? Did Moe Ktytor actually make it this year? And did he really treat Jim Leach to a night on the town?

Jim Leach, former executive assistant to the President, is now a member of the Foreign Service working with the Department of Trade and Commerce.

Wayne Tocheri '67 is still negotiating in the union disputes.

Pat Taylor (Franklin) '63 and husband Gerald have a year old son, Patrick Gerald.

Anne Cernigay '66 married Tony Costanzo '60, a former lecturer at Lakehead. Tony is now with Loyola University.

Dave Christie '67 is now in Osgoode studying law, as will be Gary Kunnas '68.

George Kostyshyn, summer '68, has been accepted into law school at Dalhousie.

Colleen Cupples '67 was a star attraction when she entertained recently at the C.N.E. She was in the Canada Manpower booth. Colleen is with the Toronto branch of Manpower.

We hear Bill Hampe '67 got married recently.

Don Dutchak '68 has been hired by the University to work in the labs.

Doug Dubray '67 is engaged to Alida Moes '68. Doug is continuing his studies in Forestry at Houghton, Minnesota.

"How do you spell this name? I sure wish they would write and

## So What?

tell us what they are doing, and how to spell their names."

What ever happened to Antero Elo?

Ronald Theodore Hider '67 just bought a new Mustang.

Ferg Penner is engaged again. Barbara Lone is the lucky girl.

Gordon Franklin '60 ("We made a third of a million bucks last year and it only cost us \$365,000") is a partner in Ankney and Franklin Contracting Company, Savant Lake. Sister Pat calls the company Hanky-Panky Con Company.

Where did Dean Rothney really go?

Clare Battiston '68 accepted a job with Peat, Marwick, and Mitchell, Chartered Accountants in Windsor.

Dominic Lam '67 was a lecturer in Physics at Lakehead this summer.

Bob Blaine '68 is a housing analyst with Ontario Housing Corporation in Toronto.

Carolyn Boyko '66 and Wally Isotalo '65 were married.

Henry Brink '65 married Cathy Godin.

Ken Childerhouse '67 and Chris Wadas '67 are married and have a daughter.

Randy Stinson '67 moved from Eaton's in Winnipeg to the Group Claims Division of Great West Life, Toronto.

George Paddington '68 married Marg Abercrombie, moved to London, and joined Royal Trust.

How many times has Ferg Penner really been engaged?

George and Judy Merrill had another little boy, Brian George. Says father proudly "We're keeping up the old Merrill tradition of no females in two centuries."

Marlene Vibert '65 is taking her Bachelor of Library Science degree at U. of T.

Stewart Goodings '59 has been appointed temporary director of the CYC by PM Trudeau.

Joe St. Amand '67 is teaching a course in Computer Programming at the University this fall. You can tell he's prosperous because he just bought a new Cutlas, and that's only one step away from the Imperial that President Tamblyn drives.

(Continued on Page 16)

## Life at the U.

# The joys of library work

A library is for learning, for enlightenment, and for use. Ours is an imposing architectural structure, endowed by "Friends of the Lakehead University Library", staffed by professionals, and filled with a goodly array of volumes. Life should be beautiful.

Unfortunately, there are a few minor frustrations. Take, for instance, the reserve list. Only this morning, a student making his third request for a certain text was told once again that the book was not catalogued in library files. The student politely pointed out the title on the reserves lists, and the missing volume in plain view on the reserve shelf. Sorry about that! The previous week he had been less fortunate, losing an argument with the presiding bibliophile concerning the logic of retraining on the 2-hour list a book so much in demand that it had been signed out 3 times in 8 years.

Then there is the yellow card versus white card hassle. The white card is for undergraduate students; the yellow for faculty, staff, and post-graduates. Unfortunately, a degree does not entitle one to a yellow card. Not according to library staff rulings. To them, post-graduate means M.A.-plus. Perhaps

the use of a Latin dictionary, grade IX level would help.

There are other annoyances, less trivial. Last year, a student arriving early to do some quiet research, had placed a stack of her own books on a reading-room desk, and had turned to look up a reference. Within five minutes her books had vanished completely. Half an hour (and half an ulcer) later, they were located. An eager beaver staff member had pounced upon them and carried them away to the nether regions of the librarians' lair. Apparently he couldn't or wouldn't read the student's name, written plainly in every text and note book. Perhaps even a basic reading course would do some good.

Former students will remember with affection, the gracious and charming bilingual lady who made it her pleasure to help stuttering students with their fractured French while date-stamping their borrowed books. A far cry indeed from the indignity of searching a professor's personal volumes for library stamp-outs. Books are indeed filched, but by professors yet?

To repeat, a library is for learning, for enlightenment, and for use. The harassments are a daily fringe benefits.



Joe St. Amand, Alumni Association Treasurer, is seen presenting four cheques of \$150.00 to Mr. Donald Ayre, University Registrar. These are the first undergraduate bursaries presented by the Alumni Association.



Moe Kytör, Mrs. Bennett, and Mrs. Kytör, captured at the Graduation Banquet and Ball.

The membership committee is currently engaged in an extensive campaign to update the Alumni membership files. To assist us in up-dating these records we are asking that all Alumni fill in this Address Form and return it in the

Name .....

Street .....

City .....

Province .....

self-addressed envelope to the Alumni Association

If you should know the whereabouts of any graduates who have moved in the past few years please assist us by forwarding their current address also.

## T. Ryan named Dean of Arts

Lakehead University President Dr. W. G. Tamblyn has announced the appointment of Professor Tim Ryan, BA, BCom, MA, AMBIM, FREcon. S., as acting dean of arts and professor of economics. He will replace Dr. Gordon Rothney who has left for a year's sabbatical.

A native of Ireland, Mr. Ryan received his bachelor's degrees in economics with first place and first-class honors from the National University of Ireland, at Dublin, in 1941. He obtained his bachelor's degree in commerce, also with first place and first-class honors from the same university and later he obtained his master's degree from Harvard with a "A" average.

For the past six years Mr. Ryan has been a member of the University of the Manitoba's academic staff where he headed the department of management studies. In this capacity he was responsible for the initiation, development and supervision of a university program involving more than 4,000 students. His work also involved the planning and implementation of educational programs for and with many national and local organizations. From 1963 until 1965 he was also director of the evening institute division of the university and was responsible for the creation and inspection of a non-credit granting series in the social sciences.

## Oh Yeah, So What (continued)

Rose Anne Candido '67 will be lecturing in English at the University in the fall.

Pentti Paularinne '68 (or is it Polaroid) took his brother's ticket to the C.L.E. and won one of the cars. He is also Director of Off-Campus Housing this summer, engaged to Marion Smith, returning to Lakehead in the fall for yet another programme, and who would want to change their name from Smith to Paularinnenen anyhow?