

PROBLEM

TORONTO, MARCH 8, 1973

bilingual institutions

by RICHARD HUNT

In its final report, released early this month, the Government appointed Commission on Post-Secondary Education in Ontario has called for the retention and expansion of existing bilingual programmes in Ontario's post-secondary institutions. The report also includes several recommendations for each of Ontario's bilingual universities, including Glendon College.

According to the 1971 census there were 482,000 French speaking citizens in Ontario, despite this substantial representation, however, Franco-Ontarians held only half as many university degrees as Ontarians generally.

COPSE points out that part of the problem stems from the fact that bilingual schools at all levels have had a long history of being either simply tolerated or outright prohibited in Ontario. However, enrolment in French language high schools has increased from 7,985 in 1965 to 25,212 in 1971.

The problem that remains is how "to meet the kaleidoscopic learning needs of a confident and quickly growing body of French-language high school graduates." COPSE is confident that the "task can be undertaken with realistic

anticipation of its completion and success."

The Commission suggests three approaches or models for meeting the demands: unilingual French institutions, bilingual French-English institutions, and institutions providing parallel unilingual English and French programs. However, the strongest recommendation is that the present pattern of Ontario's bilingual institutions be retained and further developed.

The report doesn't ignore the costs of bilingualism, and since the commissioners feel that both the government and the public are willing to support it, "a proportion of provincial funds should be earmarked for research in French-language education and culture and made available to institutions offering programmes in the French language."

Although COPSE makes no real suggestions for Glendon College, it does state that "In the dawning age of French-language high schools, the college should continue its recruiting efforts, while tailoring its programmes much more closely to the interests of Franco-Ontarians in southern Ontario." And finally in a bland note of optimism the Commission states that "Glendon's future as a bilingual centre is not unpromising."

COSA election overturned

by LORNE PRINCE

The election of the seven student members of the Committee on Student Affairs held in conjunction with the student council elections prior to reading week has been overturned by the students council.

Following a call for division on the acceptance of the Chief Returning Officer's report, which allowed for the separate acceptance of all other student council posts, Ray Horton, an unsuccessful candidate for COSA, successfully challenged the COSA election.

Basing his objections on several discrepancies involving

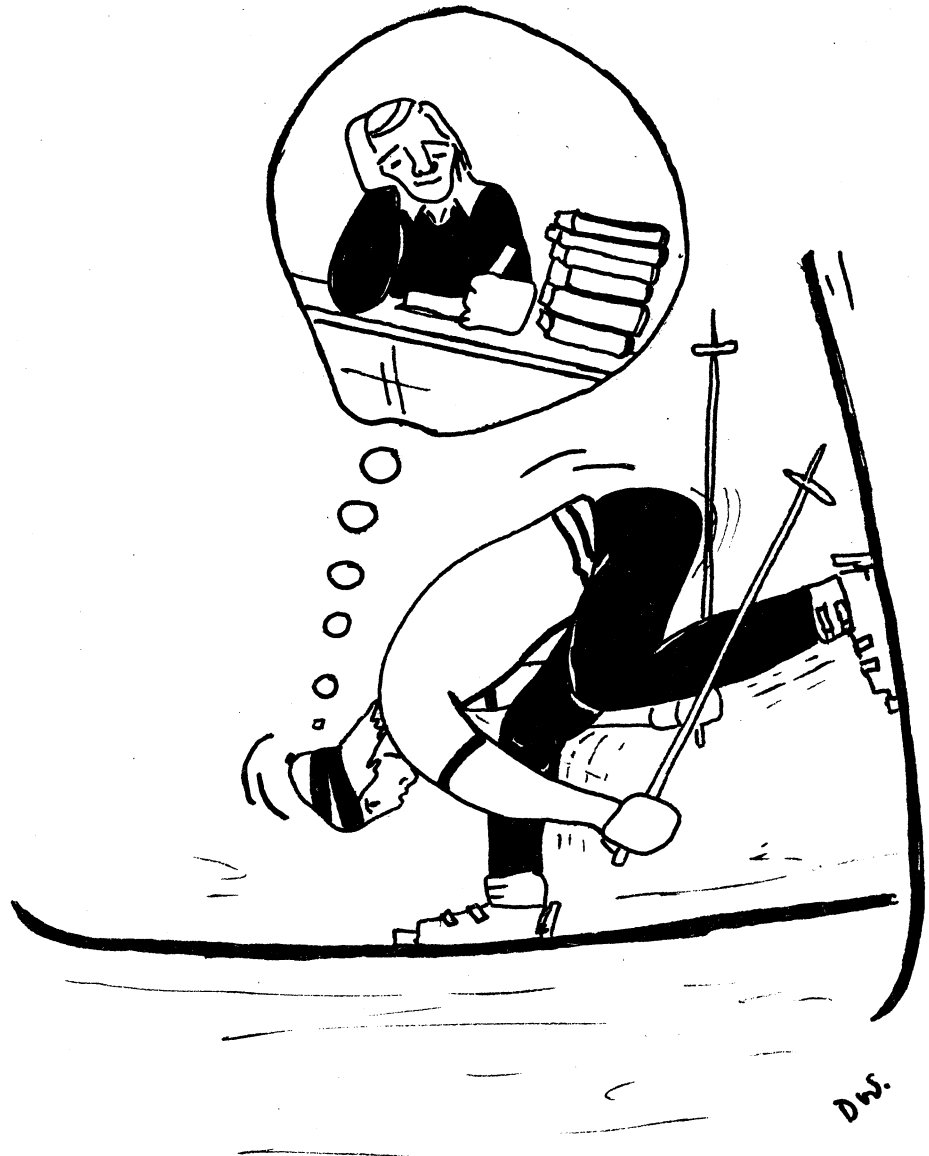
such varied issues as the time that nominations were supposed to close and the time that they actually closed, the non-alphabetical listing of candidates names on the ballot, and the fact that this paper did not publish the names of the candidates for the COSA election, Mr. Horton and nine other Glendon students presented a documented grievance to council.

Following heated debate in which the chair in the person of Paul Dowling was challenged by Peter Bennett, albeit unsuccessfully, council eventually decided to declare the COSA election invalid, and called for new elections to be held in conjunction with the

upcoming faculty council elections.

In an effort to prevent such discrepancies from occurring in the future, council then passed a motion authorizing the payment of five dollars each for up to three Deputy Returning Officers.

Classes canceled



.... March 20

which he, in his further study came to believe as important the student should all too often get uncommitted responses, and heaps and piles of reference notes which would inevitably refer him to the library, to hopefully come up with some truth of his own. Perhaps as academic exercise this is the proper form of things, but one can't help but believe that in the final analysis, some truth by all is substantially, if not formally believed in. Surely it can't be otherwise but that these personal feelings are the most important for all of us to come to share, and it was in this spirit that Tuesday, March 20 was set aside as a day of last lectures.

Eight Professors and the Principal of the college will on that day each present small dissertations, which have been requested to take the form of Lectures that each would put forward if that day were the last of their formal academic careers. They were asked to express those feelings which they, at such a time, would feel the most important to share amongst their fellows. They will hopefully put themselves forward on an equal footing with all of us, who in the final analysis of things each attempt to seek an answer in areas we feel are personal and most important. The day can only be a success if each of us contributes. It is all intended as an innocent intellectual exchange and would tend to epitomize, it is felt, the very basis for substantive and liberal education.

There is one small point

which would like to be put forward (all by itself). The Professors which were chosen for the exchange, were not done so on any basis of personal or categorical assessment. A balance was attempted to be made between the older and more experienced, and the younger and perhaps less assertive Professors. Both languages were desired, and thus there will be presentations in each. Roundness was suggested and thus perhaps some lectures will not take the bounds of the speaker's formal academic sphere. In all of it, flexibility, innocence, and good-will were the mainstay, and hopefully all of us; staff, students, and secretaries, will each come out, at least slightly enriched from this ideal, and thus far, well received academic enterprise.

Innocent students: Norman Sandberg, Barry Smith, Helen Sinclair, Adrian Hammerstein

The Contributing Professors:

W.R. Augustine - Dep't of History
 R.L. Cohen - Dep't of Psychology
 D.F. Cousineau - Dep't of Sociology
 J.-C. Guédon - Dep't of Natural Science
 A.W. MacKenzie - Dep't of Philosophy
 J.I. McDonald - Dep't of Economics
 M. Nemni - Dep't of French
 J.R. Starobin - Dep't of Political Science
 A.V. Tucker - Dep't of History

Course Evaluations should be completed

by BRUCE MALTBY

This article is being written with the intention of clarifying the aims and objectives of course evaluation, and hopefully it will encourage students to consider this very important facet of their academic lives more seriously. As Commissioner of Academic Affairs it disturbs me a great deal that many people consider the evaluations which have been taking place here as a meaningless pain in the ass, revealing simultaneously the attitude that they would prefer not to be bothered thinking about the courses and instructors who comprise their programs of study. Until this attitude is changed, the course evaluation will never assume the importance it deserves vis-a-vis academic decision-making at the departmental

and college levels, and will never become the instrument of democratization that it should be.

One question which arises often is, "What right do we have to evaluate our teachers?" In fact, one of the completed questionnaires from Reorientation Week informed us that to criticize an instructor and his seminars was "...not proper scholarship." This kind of vegetative, ass-kissing servility is precisely what will allow the quality of courses and instruction to stagnate, here and anywhere else, because students refuse to think critically or are afraid of voicing critical opinions.

Students have got every right in the world to evaluate faculty. The obvious justification for evaluation is that it is beneficial for everyone

concerned; for faculty because they can see how their students respond collectively to their courses and where areas of controversy exist, and for students because they are being encouraged to examine things they might have taken for granted for a long time and because evaluation is the first step which must be taken in order to produce improvements in their courses.

It may sometimes be difficult to judge the academic competence of an instructor, but surely students can comment critically on the ability of the instructor to convey, to elucidate, and to explain the material being dealt with. Surely students will have formed an opinion about whether an instructor deals with too much or too little in his lectures or seminars, and whether the perspective in which this material is treated is too broad or narrow. At the very least, students must have some opinions as to whether they are "getting anything out of" courses, and if not, why not.

At the same time, students cannot teach faculty the nitty-gritty technics of teaching performance. However, it is important that the instructor receive student feedback in order to learn what areas of his/her performance need attention. More specifically, problems not directly related with teaching ability which exist in courses may be indicated to the instructor in documented form, and he/she will know in what areas changes are required. Briefly, then, evaluations are intended and should act for the mutual benefit of faculty and students.

Another justification of course evaluations is related to the concept of "consumer sovereignty". Part of your \$600 tuition goes into the salaries of professors who are teaching you now or may teach you later. Why should you have to pay the salary of an instructor who is a poor teacher and is making little effort to

improve? The value of evaluations as an initial stage in improvement has already been discussed, and it follows that if you are going to get your money's worth from your courses, you should actively support course evaluations. This is the only way to ensure that faculty know that students are looking at them through critical eyes, and that they must continue to improve their teaching and courses.

Another question which comes up is "What good are the results once you've got them, anyway? What are they used for?" The results of last year's course evaluations were turned into a small Counter Calendar which aided students in the selection of their courses and provided them with more detailed information than the Glendon Calendar in this respect. Over the long term, course evaluations can be used to trace the development of faculty as lecturers and seminar leaders, and can play a key role in the granting of tenure and the promotion of faculty. It is unfortunate that course evaluation has a short and sporadic history at Glendon, but the first steps have been taken and progress is being made.

Evaluations assume an even more critical role in times of educational cutbacks. This year, it will be necessary to release some faculty from the college for budgetary reasons, and the faculty who will be released will be those on part-time contract or those with one-year contracts, for reasons of legality. Decisions have been made in certain departments as to who stays and who goes, and it is essential that students ensure that teaching competence was a strong criterion in the making of these decisions. I feel that a course evaluation is the best determinant at our disposal, for it will allow us to compare these decisions with student opinion regarding the ability of instructors involved.

If teaching has been a key criterion, this is good; but if good teachers are being released in preference to poor ones, then it is the task of the Academic Affairs Commission to struggle for the enactment of the recommendations of students regarding teaching ability.

Now that you are seeing some of the first results of the cutbacks, can you finally see the vital need to assert your collective authority in the shaping of your academic future, and to demand a voice in deciding who your instructors in the years to come will be?

OK. Enough inflammatory rhetoric. Time for some details.

Some time within the next two weeks or so you will be receiving questionnaires in the mail. Please fill out one questionnaire for every course and half-course you have taken this year and return the completed papers to the receptacle boxes located in the hall outside the J.C.R. We would like to receive your questionnaires within two weeks of the date on which you received them so that we can process the results for the part-time and one-year faculty in time to make recommendations regarding contract renewals.

We urge you to fill out your questionnaires; indeed the Academic Affairs Commission would not be doing a course evaluation if it was not worth your time and trouble.

The time has come for students to take the first step in the democratization of their academic lives, to make their opinions collectively heard, and to wholeheartedly support the 1973 course evaluation.

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PRO TEM

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Québécois le temps presse

par YVES GAUTHIER

J'ai eu le bonheur d'assister en tant qu'observateur au quatrième congrès national du Parti Québécois qui s'est tenu à Ville Laval les 23-24-25 février dernier. J'ai eu la chance de voir, enfin, une partie de la population québécoise (ce qui exclut presque entièrement les Non French Canadians) prendre position sur des sujets aussi variés que vitaux, non pas seulement pour la survivance de la race et de la Nation, mais pour leur avancement, leur émancipation et leur accomplissement final qui n'aura lieu et qui ne pourra se produire que lorsque cette même race et Nation seront libres.

La Nation québécoise doit se doter d'un État indépendant si elle veut voir fleurir entre ses frontières un

peuple libre, dans une société juste avec un système vraiment démocratique au service de tous, par et pour tous.

L'assemblée SOUVERAINE formée d'environ 1200 délégués venant de tous les coins de la province de Québec, a travaillé dur et fort pour donner au parti un programme qui puisse vraiment satisfaire aux besoins et aux aspirations de ceux qu'on a trop souvent qualifié de "pepsi" ou de gens ne sachant pas ce qu'ils veulent. Les délégués (le parti Québécois en somme) ont voté sur des résolutions qui dans l'ensemble sont aussi réalistes que réalisables. Ils ont su choisir entre le possible et l'impossible, entre le rêve et la réalité.

L'assemblée SOUVERAINE du Parti Québécois était composée de jeunes, de vieux, de femmes, d'intellectuels, de fermiers, de travailleurs salariés, de gens de Westmount et de St-Henri, etc. Toutes les classes de la société québécoise étaient de la partie, basillant et ferrailant dans l'ordre démocratique des choses pour une société meilleure à la hauteur de leurs idéaux. En somme ce congrès national était l'aboutissement de deux ans de travail ardu et acharné à tous les échelons du Parti.

En tant qu'observateur j'ai pu remarquer avec quelle conviction les délégués, jeunes et vieux, travailleurs et Establishment, parlaient de démocratie (non pas democracy); avec quelle

agressivité ils défendaient les droits de la majorité; avec quelle passion ils voulaient réévaluer et revaloriser la POLITIQUE; enfin avec quel réalisme, déconcertant pour les vieux partis, (patronneux, oppresseurs, exploités et au service des "autres") les délégués ont opté pour un système humanitaire fait par et pour les Québécois. C'était là le défi qu'ils s'étaient lancé. Le défi fut relevé dignement et fièrement par de vrais Québécois, connaissant leurs capacités et leurs limites.

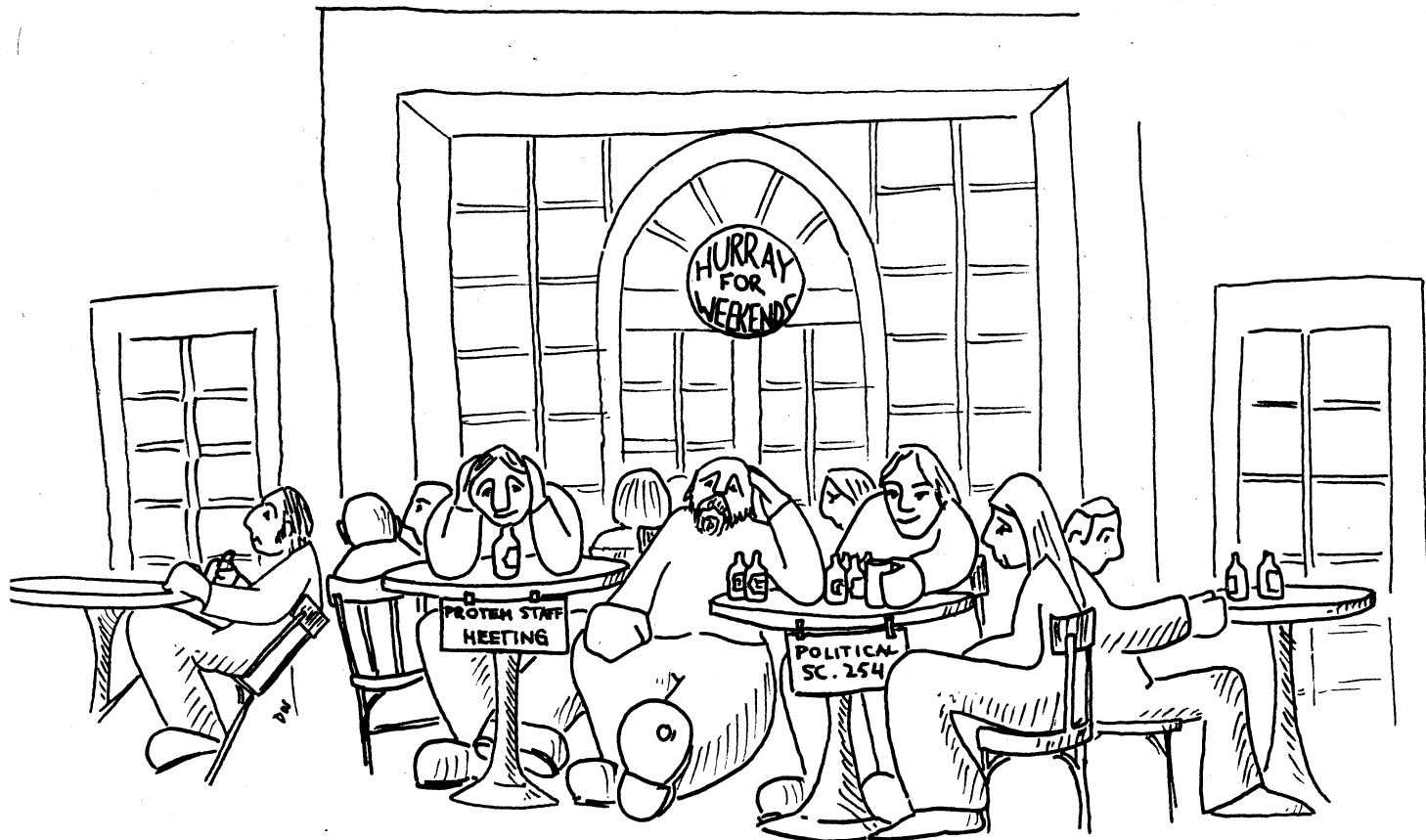
Oui, "le temps presse", et il presse plus que jamais!!! Il est plus que temps que la majorité des Québécois cessent de se voter des gouvernements fantoches dirigés par des marionnettes au service des AUTRES!! Il est plus impérieux encore que nous nous votions un gouvernement pour une Nation libre avec un État indépendant au service des Québécois!!! La torpeur dans laquelle la haute finance (en majorité Non French Canadian) nous a tenu depuis si longtemps, avec l'aide de "bou-bou" de toute sorte, doit disparaître de nos vies au plus sacrant! La fausse publicité des mass media qui tient le peuple en esclavage (parce qu'au service des mêmes financiers) doit être chassée hors des frontières de notre société! Ceux qui préfèrent mettre l'accent sur des "congrès de dentier" (tel celui du Credit Social) ne font que jouer le rôle des "MASTERS" qui veulent à tout prix réduire la

POLITIQUE à un grand cirque anglo-saxon ou américain. Il faut à tout prix rejeter de nos esprits cette apathie qui nous engourdit lorsque nous avons à faire face à des choix politiques. Oui, "Québécois le temps presse" plus que jamais de nous libérer de ces gouvernements de "dernière chance", tel celui de "bou-bou" Bourrassa! La seule alternative sérieuse que les Québécois ont à leur portée présentement (et qui se situe très bien dans le mouvement historique actuel) c'est l'indépendance du Québec, en élisant le seul Parti sérieux, par et pour le peuple, qu'est le Parti Québécois.

"Québécois le temps presse", ne laissons pas passer cette chance unique que nous avons présentement de donner un coup de pouce à l'histoire. Le temps presse car les forces qui nous assujettissent à l'esclavage comme de vils animaux ne cesseront de nous harceler que le jour où nous saurons leur prouver notre vraie valeur. L'outil INDISPENSABLE pour notre émancipation personnelle et nationale réside dans le Parti Québécois dirigé par l'ASSEMBLEE SOUVERAINE de tous ses membres, vérité éloquamment démontrée lors du quatrième congrès de ce Parti.

Permettez de terminer en reprenant le thème du congrès: "QUEBÉCOIS LE TEMPS PRESSE" et d'ajouter, le temps presse en TABARNACK.

P.S. Seulement la médiocrité peut élire la médiocrité. (J.F.K.)



Pipe Room apology

The Pipe Room Board apologizes to those members of the Glendon community it may have offended with the cover of the February Programme.

(received from Ian Gentles, chairman of the Pipe Room Board.)

Student dismayed

To the staff of PRO TEM:

Being a supporter of Women's Liberation and believing that a movement of this type is long overdue, I regret to express my dismay at the attitude and conduct recently displayed by certain representatives of the Glendon Womens Group. The particular incident in mind took place at the regular February meeting of the Pipe Room

Bord. Several members of the Glendon Womens Group attended the meeting to express their disapproval over February's Pipe Room programme, which many found to be sexist in attitude and exploitative of women in general.

After listening to these representatives make impractical demands of the Pipe Room Board, refuse to believe that individuals can make an honest mistake, offer the Pipe Room Board ill needed maternalistic advice and also learn that certain members of this group will stoop to thie-

very in order to justify their cause, I suddenly became totally disillusioned with the whole movement.

Arrogance, impudence, hostility and thievery will not earn respect for any movement, regardless of its goals. If the behaviour expressed by certain self-acclaimed leaders of the Glendon Womens Group is indicative of that of the majority of women supporting the movement then I fear that there is little hope of them accomplishing their set goals.

May I be so precocious as

to offer a suggestion to the members of the Glendon Womens Group. To ensure that a constructive womens group one whose goals are not confused with individual petty hangups and which is capable of attaining its goals in a mature and diplomatic fashion in order to survive, you must appoint representatives who are definitely expressive of your group sentiments and when presenting these sentiments will do so in a cohesive and mature manner.

Sincerely yours,
 Greg Cockburn

Conference calls for volunteer bureaus

by TIM ANDERSON

The participants of the first National Conference on Volunteer Bureaus in Canada held in Kingston, January 26th to 28th agreed on the fact that a volunteer bureau on campus should be a self-perpetuating organization independent of the interest or non-interest of students councils.

Of the eight universities represented at the conference (Glendon College, Carleton, Guelph, Loyola, McMaster, Queen's, Waterloo and Waterloo-Lutheran) the hosting university, Queen's, has had continuous student activity in the community for the past twelve years.

The formation of the Student Volunteer Bureau (SUB) of Queen's University was in part promoted by students involved with the activities of the now defunct Canadian Union of Students (CUS). CUS was attempting until 1968 to make students aware of their social and political responsibilities in society.

Since this period, the start of the Opportunities for Youth Programme enabled Queen's students to further their com-

munity involvement. A handful of students spent their summer getting to know the youth of the 'rougher' part of Kingston. There were recreation programs for all age groups.

The structure of the SUB of Queen's has become increasingly sophisticated since its founding. Local Initiative Projects workers are presently doing research on the improvement and expansion of the services of the SUB.

The SUB has a five person executive and a paid secretary. To each organization which possibly does, or will need volunteers, the SUB sends out a form upon which the number and type of volunteers are indicated. The task of the SUB is then to make the student body aware of the needs of the community for volunteers.

This year there are upwards of three hundred Queen's students assisting in one of four main areas: health services, youth activities, education and recreation, and penal institutions. A few of the programs in which SUB volunteers are involved include: a tutorial program for children aged

eight to thirteen years; Big Brother and Big Sister; and sports and social activities with the inmates and ex-inmates of the several penal institutions in the area.

Several members of SUB are presently establishing an emergency telephone service whose operation is patterned after that of other 'distress centres'. The Help Bank of Queen's University, SUB, consists of individuals who are willing to participate in 'one-shot' or short term volunteer projects. The volunteer performs tasks ranging from canvassing or chauffeuring to assisting the elderly.

Several of the universities represented at the 'Students in the Community' conference also have impressive organizations.

The Help Bureau at Guelph has approximately 200 student volunteers working in fifteen programmes. Some of Help's programmes were established independently of the existing agencies in Guelph. One example is the recreation activities that students have organized for the pupils of a school for children with severe learning problems. Guelph Universi-

ty's volunteer-bureau is a supplement to the Community Volunteer Bureau run by the YMCA.

The students council of Carleton has close links with the community even though there is not a centralized volunteer bureau on campus. Carleton gives financial and participant support to the Street Clinic in Ottawa. The students council and interested students are also pushing for the establishment of more cooperative services such as day-care centres for the university and for the city as a whole.

A major theme of the conference on volunteer bureaus was the philosophy of volunteer service. 'Helping' individuals should not impose their values on the people they are assisting. A middle-aged volunteer driver in Kingston was dismayed because the child he was directed to pick up did not live in a garbage-strewn slum. He wanted to feel that he was helping really poor people.

A major problem afflicting volunteer programmes is the inconsistent participation of

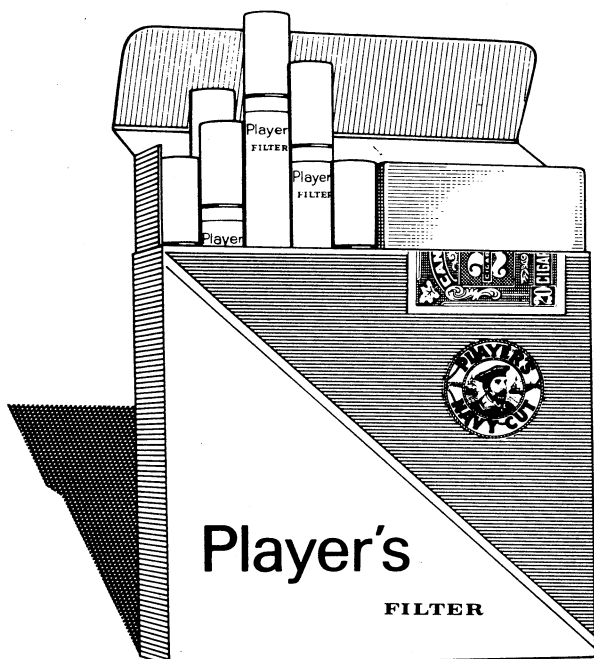
volunteers. This problem is particularly acute when volunteers are working with mentally disturbed children or have taken on the role of Big Brother/Sister. The child tends to become emotionally dependent on the adult with whom he is associated. It is insincere and abusive of the volunteer to develop a strong relationship with a child only to prematurely withdraw from this relationship.

Student volunteer bureaus generally leave the screening of volunteers to the agencies involved. The screening techniques vary greatly in rigour depending on the quality expected of the volunteer. The volunteers for the prison programme in the Kingston area have a training period of two months.

It is to be hoped that students will become increasingly aware of and respond to the need for volunteers in the community.

Concerned students who help to operate student volunteer bureaus are attempting to create this awareness.

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Abella: a definitive work on unionism

by GARY O'BRIEN

The last year has seen (or is about to see) the publication of no less than four excellent books by Glendon College professors dealing with aspects of the Canadian and American radical past. Two, Michiel Horn's 'The Dirty Thirties', recounting the bitter story of Canadians in the Great Depression, and Joseph Starobin's 'American Communism in Crisis 1943-57', recalling the tragic breakup of America's greatest radical movement, are without doubt second to none in their respective fields. A third, to be published within weeks, is Norman Penner's account of the Winnipeg General Strike, which purports to offer a new interpretation of the events of 1919, and should prove a valuable contribution to the history of Canadian socialism.

A fourth, and one which Glendon students have been eagerly awaiting since the fall of 1971, is Irving Abella's 'Nationalism, Communism and Canadian Labour'. Like his colleagues, Horn, Starobin and Penner, Abella has produced a work which is not overshadowed by any other in Canadian labour history, and his publisher's comment that the book "should stand as the definitive work on the growth of industrial and international unionism in Canada", is not made undeservedly.

The history of Canadian labour badly needs a book which makes an honest analysis of the Communist and nationalist issues within the union movement. Martin Robin's 'Radical Politics and Canadian Labour' while providing an excellent account of the history of early Canadian socialism, fails to address itself to the problem of American domination of Canadian unions. 'Canadian Labour in Politics, by Gad Horowitz, also fails to come to grips with the issue of American labour imperialism and is hardly fair to the Communists within the CIO, without whose efforts industrial unionism in Canada would not have scored the success it did. Professor Abella's book, then, comes as a warmly welcomed scholarly work.

The author has limited his theme to the examination of the 'perceived' Communist and American (CIO) threats to the Canadian Congress of Labour between 1935 and 1936. The resolution of these two conflicts, which dominated the history of the Congress from its creation, is dealt with in a very sound, chronological manner. His subject is extremely well-researched, detailed, and written in an enjoyable style. The only drawback to the book's presentation is not the fault of the author but that of the publisher: the typographical errors are notorious for a book which has been in the publisher's hands for so long, and tend to make the reading of the book irritating and the reader irritated both with the incompetence of the University of Toronto Press and the general mediocrity of Canadian publishing. Do Canadians really have to put up with this mediocrity for the sake of a national press? I think not.

The nationalism of the Canadian labour movement between 1935-56 is not something the working class can be particularly proud of. As Professor Abella makes clear, a nationalist Canadian trade union movement was not smash-

ed by American imperialism, but rather sold itself out. The CIO, feeling there was too much organizing to do in its own country, was reluctant in the thirties to enter Canada, and only came because they were "dragged in" by Canadian organizers. From the GM strike in Oshawa in 1936 to the present day, the trade union struggle - be it for industrial unionism or higher wages - has been waged by Canadian workers with little help from their American counterparts.

In the thirties and forties, the CIO did not provide the organizing skills and did not open their treasuries to the organizing campaigns in Canada. The only positive thing the CIO provided (and even here the author questions its value given the fact that management usually bargained that much harder when the CIO was involved) was its name. The myth that the internationals have made the Canadian workers strong is just that - a myth: Canadian workers have, in point of fact, very little to be thankful for from their connection to the internationals, and very much to regret.

Professor Abella also correctly points out that the anti-Communist crusade of the CCL was not something that those involved in the purges could be proud of. The undemocratic, vengeful and often illegal methods of CCL officers, like Aaron Mosher and Pat Conroy, used in ousting the Communist-dominated unions such as the Boilermakers and Shipbuilders Union, and the United Electrical Workers, reveal the ugliness of trade union politics of the time. The author's conclusion that these expulsions were neither "necessary nor wise" is well borne out by the fact that by the late forties the Commun-

ists were relatively insignificant within the Congress and that their expulsion did not particularly strengthen the CCL: instead, they only damaged its prestige as a democratic and free institution.

Why, however, the CCL was so determined to oust the Communists is not properly analysed. Professor Abella writes that the Congress was caught up "in the frenzy of the cold war" and seems to reject any direct link between the American domination of the union movement and the anti-Communism of the CCL executive. He claims that while the Communists posed a threat to the Congress, the CIO and CCL could "unite".

One wonders, however, if such unity was forged in any way by coercion or if the identity of interest between the two organizations was mere coincidence. It must not be overlooked that Samuel Gompers and the American Federation of Labour played a direct role in destroying the Knights of Labour and the One Big Union movement in Canada. Why labour leaders such as Pat Conroy, who did not want to make Canadian unions mere satellites of the US, should have been as anti-Communist as Senator McCarthy remains, in my mind at least, somewhat of an anomaly.

The second part of the book deals with the nationalist question within the CIO-CCL relationship. The complete disregard by the American CIO executive of the nationalist sentiment of the Canadian Congress of Labour and their utter failure to comprehend that the 49th parallel was an international and not a state boundary is excellently documented. In tracing the painful history of the struggle to create a purely Canadian national labour movement - a struggle

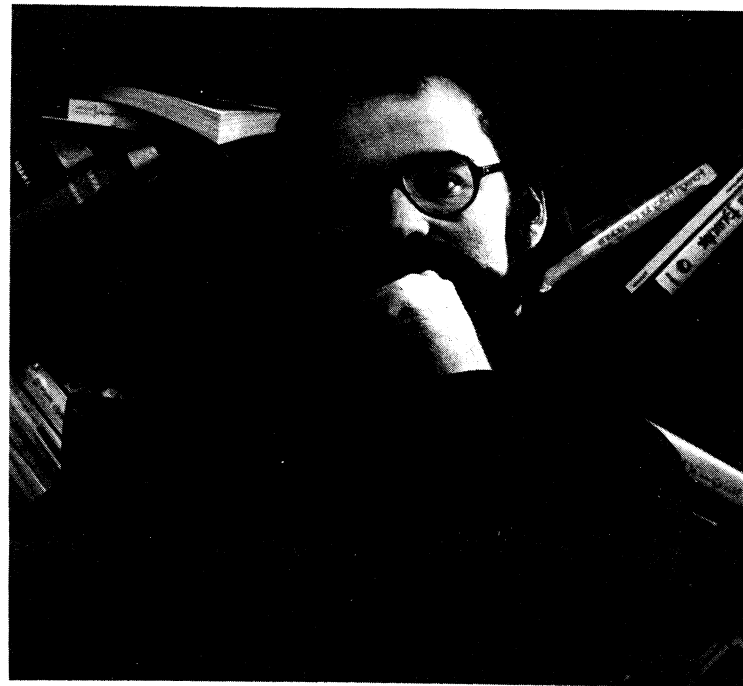
finally lost at the 1952 CCL convention - Professor Abella has made a valuable contribution to this hitherto little known story.

Yet unfortunately, the author has not fully addressed himself to the question preoccupying many within the English-Canadian as well as the Quebec labour movement today: namely, why is it important to fight for nationalism and independence from the imperialist power. The author seems to castigate the rank and file for being indifferent to the question of nationalism and for not being overly concerned if their unions were American controlled, without ever explaining the importance of the nationalist question. He makes no attempt to come to grips with the Horowitz-Laxer thesis that the English-Canadian working class, with its British heritage, has a different political culture than its American counterpart and is more receptive

to socialism, thereby making a denial of the sovereignty of the working class, a denial of the possibility of socialism.

Nor does he examine Charles Lipton's hypothesis that international unions which refuse autonomy tend to be more reactionary than those unions which are Canadian, which tend to be more progressive, making then the fight for sovereignty a prerequisite in the fight for progressive legislation. It seems that without probing these questions, the issue of nationalism and Canadian labour has not been properly analysed.

'Nationalism, Communism and Canadian Labour' is still, however, a must for every student interested in Canadian nationalism and our radical tradition. It is hoped that Professor Abella will continue his research in Canadian labour history and publish other works of as high a quality as his first.



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'Battering Ram'

by STEPHEN GODFREY

David Freeman's first play, 'Creeps', was presented at the Tarragon Theatre last year as its first production, and was a great success. 'Battering Ram' has almost equalled this success, which is difficult for any author's second play, but especially one dealing with a similar theme; namely, the stigma faced by the physically handicapped.

Irene (Patricia Hamilton) is a volunteer do-gooder whose main occupation is being kind to the patients at Sunnydale Hospital. One day she brings home a wheelchair victim named Virgil (Frank Moore) to stay with her until he finds somewhere else to go. Irene's daughter Nora (Trudy Young) is uncomfortable at having a stranger sleeping in their livingroom for such an indefinite period.

Even though Virgil had phoned Irene threatening suicide if she did not take him out of the hospital, it soon becomes clear that Virgil is only the latest in a long line of charitable "causes" for Irene and that her reason for keeping him is not out of the mere goodness of her heart.

From the very first scene, one knows exactly what kind of people these three are going to be. Irene is loaded with complexes; jealous of her daughter, frustrated with her way of life, self-pitying about her now-dead alcoholic husband, and desperately lonely. Her

life centres around her charity work and late night movies on the television. She feels Virgil will be an instant, and more important, inescapable, companion, whom she can eventually discard if he does not fulfill his role.

Nora is a university student who studies modern dance at night (the contrast between her dancing and Virgil's basic inability to move his legs is obvious and pointed out a bit too often). She seems secure, but her immediate distrust and subsequent manipulation of Virgil show how she too (naturally in this play) is insecure in herself.

Virgil, in contrast with these two unstable types, is easily the most emotionally secure and sure of himself. We feel that he knows what he wants (namely, sexual experience), and by the end of the play he has gotten even more than he may have expected, using every means under his power (eg. evoking pity for his condition, acting as if he was dependent on the over-sexed Irene) to get both females.

It is because he is so secure and the others not that the play stretches our credibility. Either his suicide threat was sincere, or it was the beginning of a carefully thought out plan. The former idea is unlikely in view of his obvious ambition and strength, and the latter presupposes that the violent things that actually happen are inevitable, which again doesn't seem possible.

Although it is obvious that Virgil will be a catalyst between Irene and Nora that will destroy their defences, it is really mindboggling that this destruction be so complete. These women are entirely possible people, but they are common stereotypes and they seem predictable. The avalanche of hostility and violence that accelerates as the play progresses is not a very logical one, and proceeds unbelievably fast. This is why the play is so entertaining in its own way, but by the last scene everything falls apart. Nora stands in the middle of the floor in her panties doing a slow striptease and waving her nylons in Virgil's face. They eventually wind up on the floor in each other's arms, when who should come in (as if it was unexpected) and sees them there...

By the end of the play Virgil is clearly the winner, and we leave the theatre admiring him and wondering how the hell he got away with it. But the dramatic fireworks prevent 'Battering Ram' from being really great. We cannot believe that this was anything but a special and exceptional win, certainly not by a handicap. Ultimately Virgil wins because he is intelligent, not because he has conquered his limitations, and the whole point about him as a helpless victim dissolves. His being in a wheelchair becomes a mere inconvenience. It would have been a far better, perhaps even a great, play if we saw how a (physically) handicapped could defeat, or at least equal, a so-called "normal" in a power situation.

But it becomes muddled and almost trivial when the victim is clearly more intell-



actually normal then the supposed "normal" characters. By the final curtain we feel as if the battle was a foregone conclusion, a completely unbalanced dramatic conflict.

If you can forget the questionable logic and visible manipulation of the two women, then 'Battering Ram' is very entertaining. Although the language disintegrates into a few too many "fuck off"s in the second half which quickly lose their punch, there are some

really choice and witty lines. The play is often entertaining in the bitchy way that, say, 'Who's Afraid of Virginia Woolf?' is, though it's not quite so depressing. The acting is good, particularly with Patricia Hamilton as Irene, and the wheelchair prop makes for a lot of really interesting stage action.

'Battering Ram' is playing at the Tarragon Theatre and will be there for about two more weeks.

'Going Down Slow' a painful novel

by JAN OLDREIVE

'Going Down Slow' is John Metcalf's first novel. And like his first short story 'Early Morning Rabbits', it is intensely painful, both philosophically and stylistically.

The central character of the novel is David Appleby, a young teacher from England who is attempting to support an existence of sorts in a 'typical' Montreal high school called Merrymount. Like an older but perhaps no more experienced version of the small boy who in 'Early Morning Rabbits' rather cruelly learns what it is that rifles are capable of, David is, in a way, the victim of his own innocence.

Charged with a great deal of zealous ardour for worthwhile causes, David never quite seems to communicate his thoughts, let alone his idealism, adequately. A victim of culture shock and caught between the generations, David doesn't fit into any neat category. There is a girl who comes close to comprehending what it is that David is all about and there is a kindred-spirit fellow-teacher. But, somehow, neither is there in the crunch. And even though one almost expects some sort of desertion, it is not so much as friends that they and others abandon him, but more as stu-

dents who merely drop out.

David is, in the end, and despite his naiveté, a teacher. It is not merely for cheap thrills that he sets up the elaborate scheme of ordering books for the school library and then ripping them off to give to the four students in the entire school who read. What is difficult to accept at first is that he can be, at the same time, such a 'slow learner'.

He really never learns how to use the system to achieve what he wants, in the same manner as it uses him. He cannot see that the establishment with all its well-known vices — from blatant anti-intelligence to thinly-veiled simple-mindedness — needs him for what he has to offer as a kind of foil. And just as he cannot learn to cope with the system well enough to even exist within it, he never learns to manipulate it to any constructive end. (His one attempt to get a school secretary to type out a ditto copy of the unexpurgated 'Two Solitudes' costs him a small fortune in chocolates and meets only refusal by his students to refer to the real thing on departmental exams, in effect a refusal to even read the original.)

But this is something essential to a novel whose interpretation is so entirely that

of the central figure. (The peripheral figures are just that — peripheral — individuals with suitably developed and presented characteristics, but not characters.) That David's view of life is defined by the fits and starts of his character is sensed in the reader's feeling for the novel's action. As Alice Nunro once told Metcalf: "... I like this thing you do ... I think I told you once ... of leaving spaces ... of letting things float a bit."

It is this floating sense of the mental image fused with a very concrete sense of physical reality which makes David's experiences so tangible for the reader. Never attempting to force one to acquiesce in his own interpretation of events, Metcalf nevertheless has an uncanny capacity for momentarily pinning the abstract to the concrete in a way that cannot but pin down the mood as well. That this is part of his conscious methodology is evident from things he has to say about his own work and also from an essay entitled "Soaping a Meditative Foot" (Notes for a Young Writer), for example:

- Know the weight, colour, and texture of things.

- The real poetry — the names of materials and tools in the trades. Visit hardware stores.

...Stick to the study of the placement of commas.

- If you main interest is prose, study poets.

With all of the fast-moving pace of the kind of flashing mental process of the seventies, there is at the same time this concreteness of the specific term in all its exactitude, pointing the emotion into the particular and forcing the reader into sharp contact with the novel's bitter worldview.

Jack Lemmon and 'Save the Tiger'

by LARRY MOHRING

'Save the Tiger' is termed "the most important thing I have done in my life" by its starring actor, the ever-popular Jack Lemmon. He made this comment following a special premiere presentation at the Ontario Science Centre several weeks ago.

Undoubtedly Jack Lemmon is most noted for his comic portrayals in such movies as 'Some Like it Hot', 'Under the Yum Yum Tree' and 'The Odd Couple', to cite but a few. 'Save the Tiger', with excellent supporting assistance by Phil Greene and Laurie Heineman, is not of this genre. Rather, it reveals yet another aspect to the actor Lemmon: the dramatic role.

The movie's theme, somewhat similar to that of 'The Out of Towners', stresses the pressures on man in our present jungle-maze known as the city. Harry Stoner (Jack Lemmon) valiantly attempting to keep his garment industry in operation in the face of the obstacles of foreclosure and bankruptcy, is eventually forced to the extreme of having an arsonist fire the building.

A war is being waged for his survival. For his sanity. "There is no room for los-

ers", he remarks. But all that enables him to keep going are his constant nostalgic reminiscences of the '39 Dodgers and Benny Goodman. However, nightmares also recur from the past: the deaths of close friends in war. Now he is waging a war for self-existence. Like the tiger, Harry is an endangered and perhaps vanishing species. The viewer is left to ponder over many questions, but there are, I think, enough indications that Harry Stoner will pull through.

Mr. Lemmon explained that what the movie strove for was a documentary realism and "a viable dramatic story concerning the social pressures and ills today". It is a different role for Jack Lemmon. A role and a script which he finds difficult to explain in terms of why it impressed him to such a degree as to want to do the movie. "there was just something about it", he noted. There indeed is something about it. I personally found the movie fascinating. Others were heard to complain that it was simply another overworked social commentary. But I believe that 'Save the Tiger' represents an extremely well done effort on behalf of Jack Lemmon. It should be favourably received by the media and the public.

The come-from-behind gang doesn't

"Before I leave Glendon," said Angelo DiClemente in a postgame interview, "I will be on a team that defeats Osgoode." Angie DiClemente intends to be at Glendon for a long, long time.

On Monday, February 12, and Tuesday, February 13, Glendon extended their two year losing streak to Osgoode to eight games. Without at least two wins, Glendon found themselves out of the inter-

college hockey finals for the first time in two years.

Because the 'Come From Behind Gang' failed to come from behind in their last few league games, the Gophers found themselves facing their old nemesis the Osgoode Owls in the first round of the playoffs. On Monday it was 9 to 3 for the Owls. The Gophers were never really in the game. The Owls struck fast and often.

Scoring in a losing cause was Ralph Carr, Archie Love and BMOC Greg Cockburn. "It's about time you started mentioning my name again," commented Greg Cockburn after the game. "How can a BMOC assert himself on campus if one can't constantly read about his exploits in the paper, when and if it ever comes out."

On Tuesday it was the same story. Osgoode hit fast but not

as often. The Gophers were also in the game. Instead of lying down and playing dead, the Gophers came to play and were close throughout the game. The final score was 5 to 2, but as Wayne 'Nine Goals' Langlois explains, "it was really only 4 to 2 because

I was removed for an extra attacker in the dying minutes of the game and they were able to loft the black rubber disc into the vacant net for

their fifth goal of the evening.'

The official scorers have been obscured by the annals of time, and also a bad memory. Sydney the Duck reveals though that the two goals were not scored by Wild Bill Wade, K.C. Haffey, Pierre David or Russ Gillman. The much touted rookie never did find the net. However, Rob 'Golden Stick' Armstrong might have scored. "That's the spirit," added Golden Stick.

Gerbels defeat Mauraders

The Gerbels have won another game. They extended their winning streak to two when they rolled to a one goal win over the Athletic Council Marauders.

Outplayed at the beginning of the game, the Chipmonks were held in the game by the excellent goaltending of Albert Knab. As a result of Albert's fine inspiration, the Gerbels however, managed to gain the upper hand on a blistering shot by Brock Phillips that dribbled through the feet of Charles Laforet.

Again the Gerbel goal was under siege, but again the Gerbels relieved this pressure, they gave up a goal. Jane McCarthy then broke the tie when she stickhandled around Maurader star Joe Tuzi and then blasted a shot by the outstretched hand of Marauder goalie Charles Laforet.

In the interest of keeping the game close and Marauders interested, the Gerbels let the Marauders get a shot by their outstanding goalie Albert Knab. After that they tightened up and took the play to the Marauders. In the dying second of the game, Bev Josling got the winner when she fired a cannonading drive past a prone Charles Laforet.

"I never saw the shot," explained goalie Charles Laforet in a postgame news conference. "It came so fast I didn't get enough time to react. There was just no time to stop signing autographs for the fans and skate back to my net."

Coach Cockburn explained after the game that he had to take refuge in the squash courts because he could not

bear to see his team mercifully crush another team.

Gerbel spokeswoman Beth Livesay said that the Gerbels are looking for another team to beat. "Maybe the Montreal Canadiens would like to try. We know we can beat the Leafs."

Two more

Glendon has won a few more championships in intercollege sports. The women's basketball team went through an undefeated season and then beat Bethune 24 to 7 to win the championship. Team members such as Sylvia Vanderschee, Eleanor Bates, Marion Milne, Janet Rudel, Louise Reagan, Melissa Clarke, Joanne Murphy, Anne Holland and Victoria Powers have requested that their names appear. They explained it helps around contract time next year. How often does one make the sports pages of PRO TEM? Recently, not often.

How good was this year's team? If one watches their upcoming exhibition against the Los Angeles Lakers or if one comes across the glowing PRO TEM report of their 42 to 10 defeat of Stong, one will know the answer.

On the Thursday before reading week, the men's volleyball team downed Winters 3 games to 0 for another Glendon championship. Details are scanty as the press refuses to quote Mike Lustig and Joe Tuzi. Alphonse Allard though has been reported busy writing out the details for PRO TEM. PRO TEM hopes to get a watered down version soon.

ity Homophile Association of Toronto. Also present will be a lesbian member of the association. Both will answer questions. All are welcome. This afternoon at 2:15 in Rm 245. Sponsored by Hum. 377. (Women's Course)

Friday, March 9th
Canadian Ballads, with the Madrigal Singers from the University of Guelph
Old Dining Hall - 8:30 p.m. licensed.

Saturday, March 10th
Los Quenhamali (Spanish American Music) Pipe Room
8:30 p.m. 50¢

Monday, March 12th
Pipe Room Board Meeting, Committee Room, C202, York Hall, 2:15 p.m.

English 253 presents: "OUR TOWN" a play, tonight in the ODH at 7:30. admission \$.50

on campus

Thursday, March 8th
Earl Birney will read his poetry at 1:30 in the JCR, York Hall

"The Gay Life": a talk on Homosexuality by George Hislop, member of the Commun-



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