

California grapes back at Glendon

By BOB WALLER

Versafood Services is buying and serving California grapes again. But the decision to do so was taken by Glendon students and not the catering service.

Last Friday, the Glendon College Food Services Committee, an advisory body to the Dean of Students, recommended to Dean Brian Bixley "that Versafood should provide grapes, regardless of geographic origin, for those who want them."

The motion received approval from Bixley and on Friday Versafood received delivery of 60 pounds of grapes.

The motion, sponsored by V.L. Berg, Senior Administrator and seconded by student member, Sharon Kelly GII, received unanimous approval from the other two voting members present, faculty member, David Clipsham, and student member, David Collette GIV.

Berg and Kelly rationalized their motion by suggesting that whether the grapes were eaten or not was a matter of individual conscience.

The chairman, Michiel Horn, dissented vigorously. Later, Horn told PRO TEM that "I support the boycott of California grapes because it is the only way the agricultural workers have of winning the strike."

Horn went on to point out that the motion would definitely hurt the boycott because the grapes would be bought. Once they are on the counter, Horn said, it is extremely difficult to nab the offenders and explain to them what they are doing.

The motion also caused the resignation of two part-time student employees at Versafood. Sunday morning Andy Michalski GI, and John King GII quit their jobs.

Michalski said afterwards, "although I need the job, just on principle I was not going to work for a company that was either consciously or unconsciously supporting the unjustifiable actions of the powerful California farmworkers against the grape pickers."

The subject was brought up following a letter from York Business Manager J.R. Allen, who requested that the food services committee at both campuses take a decision on the question.

The York Committee will meet Friday, January 27.

The decision of the Glendon committee could be reversed by a contrary motion. An emergency meeting of the committee can be held on 24 hours notice.

See Pages 2 & 4

To the Glendon College Food Services Committee:

Name:.....

Please fill in and drop in box by trays at Versafood cafeteria.

I do not wish Versafood to serve California grapes.

No referendum

Student council passes revised constitution

By JOAN SHIRLOW

The student council now has a new constitution. At a meeting last Monday, the councillors voted 12-2 to 'streamline' the organization of the council.

There will now be seven members on the student council as opposed to 14. There will no longer be three faculty members.

One person will be elected as chairman of this council and four members-at-large will be elected in the spring. Two more members-at-large from first year will be elected in the fall. Every member of the Student Union may vote, including any faculty member who has paid the 17 dollar Student Union fee.

According to the constitution, the new purpose of the student council will be to foster social action outside the college and to "promote the interests of the students in political and recreational activities."

Council president Jim Park said the council is being "streamlined so that within a year or two it will change from promoting academic reform to social action. It will play a supporting role for students on faculty council who will be operating in the academic interests of the students."

THE RATIONALE

The rationale behind having seven members was small group dynam-

ics. Park said "We need a number of people who can work together effectively. If the number is small enough, they will be forced to use committees to get the work done. This, therefore, will get people who are off council involved in what the council is doing."

In order to handle its money more efficiently, the council will hire a business manager to whom they will present their budget. According to the present treasurer, Tom West, "This will insure a more efficient handling of money. The business manager will not have a political function. It's confusing trying to be a good treasurer while fulfilling a political role."

The new constitution will not be taken to the students in a referendum. Park didn't think students were that concerned with the constitution, judging from the turnout both at Monday's council meeting and last Thursday's general meeting. Also there would be great difficulty involved in putting 11 separate articles to a referendum.

A long argument arose concerning the nature of democracy and the student council's position on the referendum. Was it undemocratic not to hold a referendum?

West said "If you think about democracy then it is undemocratic to put this to a referendum. Democracy involves a creation of choice rather than a presentation of choice."

To this, a faculty member of the council, Cindy Zimmerman replied "Your realm of argument has, shall I say, communistic tendencies... One

cannot justly take care of the constitution in this elite group. You can't say 'you haven't shown much interest so, alright you guys, I'll do it my way'."

Another faculty member on the council, Monique Nemni, argued this point, saying "Referendums are not necessarily more democratic than letting people you have elected make decisions. Decisions should be made by those who have more interest in what's happening."

The third faculty member, Walter Beringer, replied "One should not take advantage of apathy. It is communistic to say that you aren't going to ask the people because they're not interested or too stupid to un-

derstand. This tactic underlies a cynical and callous contempt for the students."

At this point Park blew up and said "This is not the first time members of the faculty including the principal of this college have made slurs and innuendos that some members of this council have communistic tendencies. I take great personal exception to this. I also say it is a poor and unethical way to debate."

Beringer then suggested Park read Karl Marx to compare his council's tactics to those of the communist.

Park suggested Beringer's thinking was a result of his youth.

Beringer submits an apology

I apologize publicly for the comparison of the present student council's concept of leadership with the leadership of the Communist Party. I made this comparison in the student council meeting of January 20 in a debate over the question whether the 'Amendment to the Constitution of the Glendon College Student Union' should be put to a referendum after it had been accepted by the student council through a 12-2-0 vote. The majority of the student council rejected the proposal of a referendum.

In my argument for holding a referendum I used the expression 'callous contempt for the masses' which I said to be characteristic of the leadership concept of the Communist Party.

While evidence for such contempt can be found in the long history of the communist movement, great communist theoreticians such as Marx, Engels, Lenin and Mao-Tse-Tung had, I believe, a sincere and genuine concern for the welfare of the masses. My remarks could be understood to charge every communist, living and dead, with contempt for the masses. I sincerely regret that my words could be understood in that sense.

It was not my intention to slander the reputation of the Communist Party or to malign the memories of all those sincere and humanistic communists who worked, fought and died for their convictions. Walter Beringer, Assistant Professor of History.

PRO TEM

Volume VIII, Numero 16

Toronto, Canada, le 23 janvier, 1969

Medals refused at banquet

By JOHN KING

Three students refused to accept their General Education medals at the annual Awards Dinner held in the Old Dining Hall last night.

Chris Wilson, Graham Muir and Helen Aitkin, all second year students at Glendon College, said they could not accept their awards because they were only "symbols of the values of competition and narrow individualism which underlie the existing educational system and our society itself."

Wilson also refused a prize for academic distinction.

Wilson was called to accept his award and asked that the microphone be given to Muir, so that he could read a statement of why they did not want to accept their awards.

Muir said, "As much as we recognize the good will and fine intentions that lie behind the awards which we are being offered here tonight, we find that in all conscience we cannot accept them. But rather than boycott this presentation or melodramatically reject the awards, we have decided to explain quietly and simply why we must refuse them."

"For us these awards are no more than symbols of the values of competition and narrow individualism which underlie the existing educational system and our soci-

ety itself. Moreover they are part of a system of evaluation which we believe can only condition people to accept artificial, externally imposed achievement markers and adopt the passive attitudes necessary for the smooth functioning of an economic and political system over which all but a minority of us have little or no control. We cannot accept competition and external evaluation as the basis for a humane educational system any more than we can accept them as the foundation for a humanized society."

Miss Aitkin was not there to refuse her award but had signed the statement beforehand.

The statement by Muir received 20 seconds of applause from the audience.

After the awards had been presented to the students Jim Park, student council president introduced Justice Emmett Hall, the recipient of the third Glendon Public Service Award, and co-author of the Hall-Dennis report on Education.

Park said that he had had some personal misgivings about presenting the award at all this year.

He said that the award might have "overtones of pomposity and... drawing satisfaction from the achievements of others", but he said that it might foster

a social conscience in the students of Glendon College.

At press time the dinner was still underway.



Graham Muir G II



Chris Wilson G II

called 'communistic'

Grape strikers cannot last much longer

By ANDY MICHALSKI
reprinted, PRO TEM,
Nov. 28

When he's not on strike he works in California's open air factory where temperatures rise to 115 degrees at harvest time and drop to freezing in winter.

When he's not on strike, his yearly income averages \$2,400 - about half the California average.

But the California grape picker has been on strike for three years, demanding the right to a minimum standard of living.

At Glendon meanwhile, some students have been eating grapes picked by alien strike breakers illegally hired from Mexico. These strikes until now have been

certified by the federal government (all strikes involving perishable produce must be certified by the federal government).

The growers have yet to be hit judicially for their tactics. They themselves are hitting back with physical intimidations and with outright physical violence against the strikers.

As far as the boycott is concerned, the strikers have vowed not to act violently. External support has come from numerous churches and unions throughout North America, but the universities have yet to act.

The role of universities is important. For example, Versafood, which caters to eighteen major universities in Canada (including York)

has yet to be contacted about this matter.

BIG BUSINESS TO BEAT

Pat Brown, ex-governor of California, certainly did not help the cause, - but he did not hinder it. The enlightened Ronald Reagan is an avowed friend of big business. A recent tour made with an equally enlightened supporter of big business Vancouver's Mayor Tom Campbell, turned up a few startling facts.

Despite the wage of the workers, there seem to be those who can afford air conditioned homes. There was absolutely no mention whatsoever of corrugated tin shacks. This is in direct contrast to the reports given by Ron Haggart of the Telegram and the Right Reverend Edward File of the United Church.

Big business is really big in California, and the grape business is no exception. The Boswell Company grossed over 4,000,000 dollars last year, much of it federal

agricultural subsidy.

Canada is very much involved, though indirectly. British Columbia concerns gross up to 10,000,000 dollars yearly in lumber sales for the manufacture of grape crates.

As for the Canadian boycott, the individual overall sales are down 30 per cent.

Although no stores have joined the boycott, at least two major chains have reported a loss in sales of 42 per cent and 65 per cent in the California grapes as of November.

STRIKERS HOLDING ON

The response in American cities has been a success. New York City, for example, which normally consumes 25 per cent of the crop was 95 per cent effective in its boycott as of August 1 of this year. However, this figure has reportedly been slipping lately. Boston has been almost 100 per cent effective and still is, according to latest reports.

From the first strike at Schenley Industries for recognition of a Union of Farm Workers, they have struck

and gained that recognition as well as higher wages from more than six companies. At present, they are involved in their toughest uphill battle.

Since August of last year Giummarra Vineyards have been strikebound. With the aid of the Grape Growers Industry, they countered by packaging under the labels of their competitors, thus being able to successfully frustrate the efforts of those strikers. This led to the present boycott of all California grapes.

The struggle is coming to a climax this winter. Some of the workers cannot hold out much longer. Before being allowed to go on welfare they must accept any job offered to them. They are torn between their loyalty to other strikers and their desire to provide for their families. The growers, with their almost endless supply of political support and financial resources seem to be holding out well.

Here in Toronto, a spokesman for the strikers in the Ontario Federation of Labour claims that win or lose the strikers will go on for years if necessary.

WINTER WEEKEND Jan. 30 - Feb. 2	
Thursday Jan. 30	- Jacques Brel Theatre Party - Bayview Playhouse. Snow sculpturing begins this evening.
Friday Jan. 31 - 1:00	- Concert in the Old Dining Hall - Trump Davidson and his dixieland band.
7:00	- 'Experimental Ice' - a skating show featuring Olympic and professional skaters.
8:30	- 'CROAK' - Old Dining Hall 50¢ - Glendon's annual review.
Saturday Feb. 1 - all day	- create snow sculpture
9:00 pm	- Dance featuring 'The Taxi' admission \$1.00 / person
Sunday Feb. 2 - 1:00 pm	- Hockey Game - Council vs. PRO TEM.
3:00 pm	- Snow Sculpture Judging
8:00 pm	- Movie - 'Hour of the Wolf'.

HELP WANTED
Industrious co-eds to sew buttons on David Clipsham's coats etc. Possibly a reward. Apply room C-116 York Hall.

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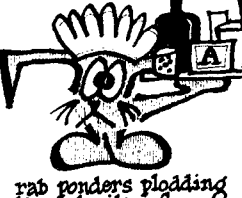
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My tobacconist is.....
His Address.....
(This offer expires March 31, 1969 and is limited to one Free pouch per person, per address).
Key No. PT1

Once again
Lapinette by Tomkerz




ah hah! said a meany in the registrar's office. it is tuition time again!

Great gollies! said lapinette. tuition time usually means like money. the hollow feeling that somehow accompanies an empty piggybank. and sundry circumstances of similar sorrow.



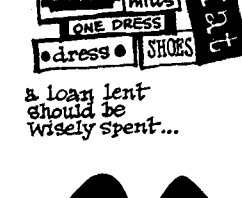
little lappy cowers consternationally under the threat of tuition tantalization.

lappy was about to throw in the carrot and get a job as a waitress in a health food shop when, in a fit of rampant recollection, she thought of her friendly bank-type manager.



lappy ponders plodding through piles of vigorous vitamins as a health food helper.

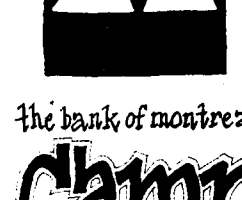
he explained to her all about the government-backed student loan bit.



lappiness is a thing called intuition. the opposite of which is out-of-tuition.

good gosh! she gasped. then I don't have to worry about a thing!

So she romped down town and purchased a whole new fancy wardrobe.



she has another appointment with her bank manager tomorrow. guess why.

the bank of montreal
campus bank
a capital idea.
leaside branch, bayview & hillsdale aves.
j.h. mather, manager
a thumping good place to bank on.

more freedom in first year

Compulsory gen-ed abolished

By JOHN KING

Compulsory general education in first year at Glendon College has been abolished.

At a faculty council meeting on January 16 it was decided that these courses will still have to be taken by students at the college, but that they can be deferred to a later year.

At the beginning of the meeting Dr. J. J. F. Bruckmann, vice-chairman of the council presented the new coat-of-arms of Glendon College to Principal Reid. (see story page 2).

COUNCIL DOCUMENTS

Discussion started on a recommendation by the Executive Committee that any committee of faculty council or any author of a document submitted to a council committee could declare the document confidential.

Kathi Hamilton, a student faculty councillor, suggested that only the committees should be able to declare documents confidential, and not the authors.

Michael Gregory, English, objected, saying that this would be putting the power of popular democracy over individual rights.

Reid agreed saying that the effect of this would be to give the rule no purpose since the document would be public before a decision had been reached in the committee to make it confidential.

David Copp, a student faculty councillor, suggested that if the author of a document wanted the document to be confidential he should tell the secretary of the committee who could make a tentative decision to make the document private until a decision had been reached.

Dean H. S. Harris was also opposed to the amendment. "If you want these things done as much as possible in the council...and not in the corridors and in the common rooms...you should vote against the amendment...People will not commit things to paper," he said.

Harris said that a person has a right to keep a document private and that rules would only make it more difficult. "Nobody can make me publish a document until I am ready," he said.

W.E. Echard, History, asked that another amendment be added so that the author could make a document confidential if he wanted, but that he could withdraw it later if he wished.

Reid suggested that the recommendation be sent back to the Executive Committee for redrafting. This was done.

CLIPSHAM 'HARASSED'

David Clipsham, English, then asked to speak on the re-

commendation of the Executive Committee on the new Tenure and Promotions Committee.

Reid asked if it would mean reopening the decision taken in faculty council at its last meeting. Clipsham said that it had been agreed at the last meeting that the issue would be discussed again. Reid said that no such decision had been taken and said "In that case you shall have nothing to say, sir."

Reid then tried to continue with the discussion, adding, "Mr. Clipsham having nothing to say".

Dean Brian Bixley said that Reid was out of order and that Clipsham "should be heard and not harassed."

Harris said that the problem could be eliminated if Clipsham could propose an amendment to the amendment of the last meeting, rather than speaking directly against the amendment.

Clipsham said that he was opposed to the meetings of the Tenure and Promotions Committee being 'held' in camera. Harris stood up and said that he was out of order and reopening the decision taken at the last meeting.

Clipsham moved an amendment that documents of the Tenure and Promotions Committee would be private "unless decided by the council on the recommendations of the committee." The amendment was carried.

BRUCKMANN RESIGNS

At this point in the meeting Bruckmann said that he would have to resign as vice-chairman of the council because he had a class at the York Campus from 1:00-

General meeting flops 70 people turn out

By JOAN SHIRLOW

The student council held a general meeting last Thursday to discuss parity and the proposed constitution. Although both of these questions directly concern the students on faculty council, the meeting was held at the same time as the faculty council meeting.

Only 70 people appeared at the badly advertised meeting.

Park said the student council's main function will be to handle social action and bureaucratic functions. Park said this is "transferring the authority over the students' academic interests to the students on faculty council. They will have to represent the academic interests of the students, but so far they've only been acting as individuals."

No student faculty councillors were there to say whether or not they were willing to accept this 'authority' over students' academic interests and stop acting as individuals on the council.

The meeting then changed from the subject of the proposed constitution to social action.

Peter Robertson said the student council "should first be attempting to combat the

3:00 every Thursday, and he could not attend faculty council meetings.

Reid said that he regretted Bruckmann's resignation and opened nominations for the position. Echard was nominated, Reid closed the nominations, and Echard was acclaimed.

GENERAL EDUCATION

Copp then moved that general education courses should not be compulsory in first and second year, but that each student should be "advised and recommended to take the courses in his first two years".

Harris said that he would prefer that there be no more "radical amendments" to the curriculum this year because the calendar was already out and a supplement had to be sent out with each amendment.

Copp said that there would be little practical difference for Student Programmes with his amendment. It would just transfer the authority of what subjects a student could take to the departments. The faculty advisors would play a more important position, but there would be no increased administration involved. Staffing of the departments could be arranged by an early registration.

A. V. Tucker, History, said the question involved in the motion was "Do we want the students to have a greater degree of freedom?"

Reid said "There is a certain loss of freedom in giving him this freedom in his first year."

Bixley said that this was not true and that there would not be a loss of freedom at all.

The motion was taken to a vote and carried 26-17.

atomization of the individual here instead of heading off to Regent Park." He said there is too much social alienation in this college and no sense of social cohesiveness. He decided everything could be solved by "clubs".

Park said: "One of the best ways to gain an education is to go out in the real world. Doing something constructive in the outside world will give you an ability to converse intelligently. For reform in the college, we have the students on faculty council. For reform in the outside world, we have the student council".

Bob McGaw, who thinks social action is "intellectually sexy", said "atomization in the college is symptomatic of atomization in society because we aren't exposed to it. Therefore go out in the real environment rather than on ivory tower one."

Graham Muir, one of the Community Group Studies' organizers, said parity was "ideologically baseless."

"Parity", he said "is not the end goal. The end goal is determining your own environment. Parity is a good tactic, a step along the way to self determination that leads to one man - one vote."

Glendon Dialogue

By ANDY MICHALSKI

What do you think of PRO TEM?

TONY SIGNORONI AI

Personally, PRO TEM greatly improved last week... particularly the way it makes people aware of Glendon College being a community...better than faculty council does.

BONNIE DAY GI

I read it every week...should be more sports in it...could advertise more on future social events... I like last week's...those pictures, they were good...should be more people in it.

MICHEL PAMPALON GI

i think they did a very bad job with the french artikel. the tipeograffikle erers wer terrribeletaoinshrdlu

KATHI WOOLLARD GII

I'm sorry to admit this but I haven't seen it in the past two weeks... It's my own fault... the Christmas issue was very good... some of the articles are very good as they provoke controversy.

JAMES THOMPSON GI

I haven't read PRO TEM since I came back from the holidays...before?...the articles were quite good...especially Toby Fyfe's.

CAMILLA MARSDEN GIII

It's been too one sided... directed far too much towards criticism of Glendon as if from the outside... was absolutely amazed at the CUP article...most insane thing I've ever seen.

GREG GORDEN GIII

Not fair question at lunch ... don't like the biased the atre coverage... terrible, one person covering everything.

STAFF MEETING

TODAY

2:00 P.M.

GLENDON HALL

PRO TEM OFFICE

Back again

On Friday morning the Food Services Committee, an advisory committee to the dean of students, recommended that Versafood start serving California grapes in the cafeteria again, with a sign by the grapes explaining their place of origin. By supper time on Friday 60 pounds of grapes were in the cafeteria.

Versafood had served California grapes before until a few students had approached S.J. Salamy, the manager of the Glendon cafeteria, and asked him to remove them. He did. Now they are back.

For three years the California grape pickers have been on strike, trying to demand a decent wage. Before the strike they were making about 2,400 dollars a year, about half the California average. Now scabs from Mexico, brought in by the farm owners, are picking the grapes. The strikers can't hold out much longer.

They have vowed not to act violently. The only way they can hope to win their strike is if people do not buy the grapes.

The Food Services Committee said that people should be given the choice of eating the grapes or leaving them on the counters.

But by the time the grapes have reached the counters of the Versafood cafeteria the damage has been done. The grapes have been bought and the farm owners have been paid.

Once the grapes are on the counters they will be eaten. In spite of the publicity of the strike in newspapers across North America a lot of people are still ignorant of the situation.

The Food Services Committee showed their belief in their ideals by asking Versafood to start serving the grapes again.

They thought that students should be given the choice of eating the grapes or leaving them.

But most of the students who have been eating the grapes have not made any decision. While the grapes were off the counters Salamy received no complaints from people who wanted to see the grapes served again. If the grapes are there they will eat them. If they are not there they will not miss them.

They are making no real decision. They are not considering the effect of their eating the grapes on the strikers in California.

Leaving a torn piece of cardboard beside the grapes with 'California Grapes' written across it does not make much difference. It tells the people who know about the strike already that the grapes are to be avoided. It tells people who do not know about the strike nothing.

The only effective way the strikers can be helped is if the grapes are boycotted and Versafood is asked not to buy any more.

Nobody missed them in the fall. Nobody will miss them if they are taken away now.

Two friends

The masthead is a bit different this week. Bob Waller has served his term of one year as editor-in-chief and has resigned. The new editor-in-chief is Graham Muir.

At the same time, Delores Broten, who has been layout Editor for a year and a half, is resigning. They are now working on the paste-up production process which PRO TEM has just recently begun.

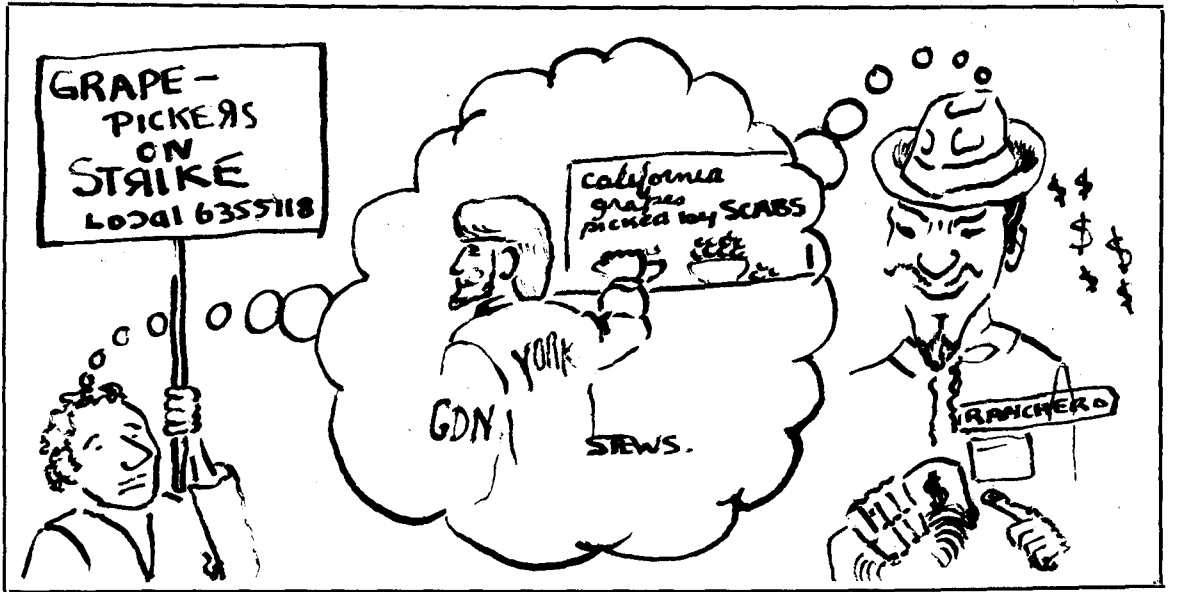
It is customary to make rhetorical tributes to former editors. It isn't necessary with either Bob or Dee. Waller is probably one of the best all-round student journalists in Canada.

An excellent photographer, solid news writer, tough bureaucrat, an incisive thinker and dogged critic of his environment, with a powerfully human personality; Waller made PRO TEM into a newspaper and formed the nucleus of a strong working staff.

And Delores...is beautiful. Ace feelie and chief guru among the staff, she made the position of layout editor not only passively functional but actively determinant as well.

She smiles the best around 4:30 a.m. when we have to get four more pages dummed by eight.

To all those gray and brilliant mornings when we greeted the emerging light together and breakfasted in giddy silliness...that'll always be there.



Vous avez la parole

CREEPING AMERICANISM

Dear Sir:

In recent weeks much attention has been drawn to the degree of Americanization within Canadian universities, especially in the realms of faculty, courses and textbooks. We should like to expose another bastion of creepy Americanism, the Frost Library Microfilm room.

The microfilm room, for those of you who might not realize it, is located at the extreme east end of the library, on the premier etage (note: the net result of 2 years intensive French at our bilingual college). It contains two expensive microfilm readers which are unique in the western world - if one does not work, then the other will not focus. The kind ministrations of the so helpful library staff do little to rectify the situation, for all they can do is mumble about a mysterious Mr. X who will be in the morning.

Imagine our joy, therefore, when we discovered that at last one machine was working (the other one emitted rude noises and died). Our faces studies in ecstatic anticipation, we turned to the filing cabinets to refer to the Globe and Mail of July 1, 1962. Coitus interruptus immediately ensued, as we contemplated that great Canadian newspaper, the New York Times. Fear not, Canada was well-represented by the Financial Post.

Upon enquiry at the desk, we were referred to a mysterious document entitled, "List of Periodical Holdings York University", upon whose cover were emblazoned the words, "This is not up to date". After considerable obstreperousness, we were permitted to speak with a snotty pre-human at the other campus, who informed us that the Glove and Mail was available on microfilm at the other campus.

We have no desire to traipse up to the other campus each time we wish to refer to an issue of Canada's fore-

est daily newspaper more than a year old. This is partly due to the fact that rumour has it that one of our comfortable mini-buses took a wrong turn off Keele Street and fell off the side of the earth.

This situation is another manifestation of the devious collusion of the librarians and the Political Science department to corrupt our minds. Next they'll be fluoridating our water. ('Le Devoir' and the 'Globe and Mail' should be in our library).

David P. Cole
Robert D. Waller

ORR REPLIES

Dear Sir:

Following is my reply to the criticism I have received as a result of an article in Excalibur entitled 'Bilingual Calendar Bombs'.

I confess that French is not my first language. In fact, as a second tongue, I could be a lot more fluent, but I did study it and I feel that I can muddle through.

But I won't take back the basis of the article. I have attended Glendon. I spent my first two years of university there, and found it a puzzling place. It was my impression then, and it still is now, that Glendon cannot come to grips with whatever theme it is currently attempting to follow.

At its conception, Glendon appeared to be aiming at

becoming the Kernel of a large and separate university in Toronto. But as time passed, and the York Campus surpassed (in size) its associate, or brother, or whatever you are, the total college concept fell by the way. The aim was then to turn out well-scrubbed junior civil servants. Apparently this political science orientation came to nothing, as the present orientation, that of being bilingual to the eyeballs, is now flourishing.

Or is it? I have heard from some students that while there is definite college spirit, there isn't a strong will to become immersed in the concept set out in the calendar. The classes in French are being deferred to in favor of those in English.

Another basic fault of the college is its inability to attract sufficient students to fill itself. In 1964, Glendon held 784 undergrads. They were all studying at the college under its apparently unique program.

As of December 2 of this year, there are 731 Glendon students in the present Glendon program.

I stated that the calendar was 'pretentious'. Surely the purpose in putting out a calendar is to concisely and informatively tell students and prospective students what the college is trying to accomplish.

If it were to be bilingual, why is it not completely thus? Or better still, would it not be possible to issue two distinct calendars, one in each language?

The article in question was written by an individual with opinions of a very strong nature on the subject of Glendon. And rather than rebuffing any reaction, I would be most glad to accept any criticism offered, and reply as best I can.
George B. Orr
Excalibur

RICHMOND 'CRAP'

Dear Sir:

I'd like to make a few comments about some of the arrant nonsense (crap, for those who tell it like it is) contained in Ted Richmond's critique of Glendon.

"Glendon", says Richmond, "is a college recruiting from, training, finding - and controlled by - Canada's political and corporate elite." The statement is incredible. First, it must be obvious by this point that Glendon has no pretensions to elitism as measured by quality of staff, students or intellectual atmosphere; the idea is embedded in some of the rhetoric, but even there it has a hollow sound.

As a breeding ground for mediocrity, Glendon is somewhat different from the ordinary university, but the difference is hardly in the direction of preparing a better elite. Glendon does not educate a significant number of the offspring of the 'elite', far less in relative as

well as absolute terms than such venerable institutions as Queen's and U. of T. (particularly Trinity College).

If, as Richmond asserts, the political and corporate elite do now control this college, it hardly seems likely that they will continue to exercise this control for long over an institution so patently unsuitable for their purposes.

As for Richmond's suggestion that Glendon might be turned into some sort of 'think tank' (potentially a somewhat undesirable institution, as Richmond points out by mentioning one of the Rand Corporation's less rational exercises), I can only point out that think tanks tend to be inhabited by people who are educated and (usually) intelligent; as neither category is in particularly large supply at Glendon it is safe to say that the danger of succumbing to such a fate is minimal.
James MacKinnon

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PRO TEM is the student weekly of Glendon College, York University, 2275 Bayview Avenue, Toronto 12, Ontario. Opinions expressed are those of the writer. Unsigned comments are the opinion of the newspaper and not necessarily those of the student union or the university administration. PRO TEM is a member of Canadian University Press, the fourth estate, and an agent of social change.

OUS statement

High schoolers being deliberately unemployed

The Ontario Union of Students notes with interest and fraternal good wishes the organized opposition by the Ontario High-school Students to the lengthening of their school year.

We feel that the root causes behind the arbitrary decision by the Department of Education are quite complex and merit discussion. So, as part of our contribution against the extension, we are proposing the following analysis of the root causes.

THE PROBLEM IS UNEMPLOYMENT

The analysis that we propose is that the school extension is an attempt by the Ontario government to combat the problem of increasing unemployment. We are basing this on two assumptions that would raise little opposition among either scholars or politicians to-day.

The first is that the Government has an interest in maintaining "relatively full employment" (note: not absolutely full employment) the second is that one of the main functions of the schools is to keep students off the labour market.

The government has taken a direct interest in the unemployment question since the days when the Depression economist, Keynes, pointed out the need for government fiscal control of the economy. Today the economic Council of Canada lists "relatively full employment" as one of Canada's first social priorities and the government complies sometimes with retraining programs, winter works etc.

The schools took on the function of a withholder of labour immediately after the child labour laws were passed. These laws, in fact, signalled the vast growth of the public school system.

To-day there is an unemployment problem. Actually, the problems are twofold - a short run problem of recession and a long-run problem of automation and stagnation.

AUTOMATION AND STAGNATION

Automation, the same problem causing so much uncertainty for workers in the factories is creating situations in which Senior Matriculants and even university grads are getting clerical work, often even engineers cannot find jobs.

Simply, the number of new jobs is not growing as fast as the amount of new labour looking for the jobs.

Automation is a problem for Canada's economy because of the unplanned "free-enterprise", private business nature. There is simply no mechanism available to see far enough in advance where machines will replace men in order to retrain the men or redistribute existing work.

Because of the profit na-

ture moreover, the effect of automation or employment is not even one of the major concerns of the private corporation and has fallen by default to the government and the unions.

It is paradoxical, however that automation which was foreseen as a great boon to mankind in reducing necessary labour has become a great cause for uncertainty among the students and working people of Canada.

The problem of stagnation arises in Canada because, contrary to what John Kenneth Galbraith, the economist, has written, ours is a society of contrived scarcity rather than of affluence.

UNEMPLOYMENT AND THE EDUCATIONAL SYSTEM

What then has been the government's solution? There have been many from man-

power retraining to unemployment insurance to various fiscal means to keep the economy rolling.

One of the most successful measures has been the development in Ontario of the post-secondary school educational system. In the last ten years the University and Community College empires have expanded to the point where in 1967 one in six Ontario youths was spending time in a post-secondary institution.

What this means is that students are staying in school longer and longer. Instead of joining the labour market at 16 the minimum age, they do grad work till they are 26. They have to.

Therefore we have young people kept off the labour market at the working man's expense to learn skills to be used largely by private business.

THE SCHOOL YEAR EXTENSION

What has all this to do with the school year extension? Well, it's one of the characteristics of automation that the first jobs it eliminates are those of the unskilled. This fact is reflected both in the "stay in school" campaign and the scarcity of summer jobs for students over the last few years.

Couple the fact with the realization that we're in a recession (the DBS reports that 300,000 Canadians were unemployed in November 1968, 100,000 more than in November 1967) and you oblige the government to act.

So they lengthened the school year (among other things) because high school students constitute unskilled labour and because high school students are politically powerless (so they thought). They also began several pilot summer 'free school' projects, notably the SEED program in Toronto, to keep unemployed kids off the streets.

Professor John Rowntree of York University estimates that the ten-day extension is

equivalent to the elimination of about 10,000 man-years of jobs in Ontario that would have been held by high-school students but are not in large part available to the rising pool of the unemployed.

These 10,000 man years potentially reduce the number of unemployed in Ontario by 8-10 per cent, and the unemployment rate by .3 - .4 per cent. Imagine what a year-round school operation would do for unemployment!

WHAT HIGH SCHOOL STUDENTS CAN DO

Organize, obviously. But the fight should not be limited to opposition to the extension. Three demands should be made. For the short run, students should also demand jobs, jobs that are required by Ontario's primitive means of financing education so that students can go to school.

For those who have to work the school extension constitutes a 2 week loss of time or a 1/6 loss of earning power. For the long run, students, especially those in technical courses should agitate for elimination of tuition fees and other social barriers to education so that more people from low income families can go to school.

Students should also organize for a planned, socialized economy, for only such an economy can deal effectively with automation.

Of course, those students who are organizing also on the basis of criticism of the quality of education and content in the high-schools should be encouraged to add these criticisms to the demands above.

We feel that only with such demands can the problem of the school extension be properly understood and attacked. And on the basis of these, the Ontario Union of Students offers its full support.



photo by WALLER

Why Here?

Last week I had a discussion about Glendon College with yet another girl, and who says that this isn't my year? Here I was, sitting lonely as a cloud at my table, absently stirring my banana-orange Versa-yogurt when - wham! - there she was across the table, struggling to cut a potato while telling me, for some reason, what she liked at Glendon.

This girl, you see, was satisfied. She just loves residence life: the week-end parties every month, the noise ('a continual bedlam,' she called it), her pretty little room with the window overlooking the fresh snow, the flush toilets.

She praised the athletic facilities: the pool (she prefers snooker, she admitted), the skating rink, the weight lifting.

She lauded the library for its record collection, its daily newspapers, and the 'lovely view over the rose garden.'

Not one single, solitary, eensy-teensy word about academics. But then, why would she mention them; no one is interested. Glendon students on the whole seem to be here simply for something to do; they have no desire to learn, to absorb knowledge. These three or four years at Glendon are a prolonged picnic, since no one has to do any real work to pass a course.

One reason for this attitude among the students is a misconception about education that has never been cleared up in the campus discussions on academic freedom. The manifesto, 'A University is for People', called

for the 'abolition of all evaluative processes that are other than self-induced'. The impression was given, unintentionally, that classes could be replaced by discussions; when many of the people-generated classes lost people, this attitude was transferred to the seminar: we'll hack out all the problems by talk.

This of course, is only a facile rationalization for not doing any hard reading or research work, which would be too bothersome. Discussion is one thing; informed discussion is infinitely more worth while.

Many people would argue against this by defining education as an 'experience', and not just living a bookworm's existence. In this they are, of course, quite correct. But education in this sense is not necessarily the same education received in the university. The educational experiences can occur outside the university, at movies, plays, and downtown, or during the summer, when one can work and perhaps travel.

The university, on the other hand, is primarily a 'community of scholars'. That means that the university offers facilities for education of a different sort; a library (hopefully!), professors, classrooms, all being used to give inquiring students bases upon which to criticize informedly.

It has been said with great contempt that the courses here promote the ideals of our corrupt society and that the education system itself is rotten to the core. Fine, then go out and try to change both. But surely one

could still benefit from what the existing course does offer, from a professor who has probably been studying his subject for years, and from the books that criticize, praise, question and inform.

The result of this lack of interest in academics can be interesting. Ignorance can lead to dogma, and the belief that he who ever backs down in an argument is (ugh) wishy-washy. The dogmatist cannot afford to back down. He knows his one or two sources (probably backwards) and the experience of having them refuted would be too traumatic to contemplate; he stops listening, stops going to seminars and lectures, and finds books that agree with his point of view.

The irony of the whole academic situation at Glendon College is that we have become so caught up in gaining our rightful say in academic matters that many have not bothered to look into the individual courses themselves. Thus, when on a course committee, one hears the hardest criticism from people who never go to seminars or lectures, but just know how bad they are since they are part of the whole rotten system.

Two final points. First, one can not equate academic interest with intelligence; anyone can be interested in learning, and anyone who made it through the high-school prison is capable of learning here.

Second, it would be unfortunate if we lost some of our professors because of the low level of academic interest at Glendon College; if they go, it will be our own fault.

By TOBY FYFE

The promise of freedom and the dr

Through the miracle of consciousness man came silently into being. Into a universe of mystery he brought a critical self-consciousness which gradually lifted him out of nature and into history. History is the record of man's encounter with mystery. In the beginning, he was the servant of mystery; his existence was one of passive submission.

But one day a Prometheus appeared by whose efforts man became the master rather than the servant of mystery. History was no longer a mere extension of nature: it became instead the sphere of human self-making. No longer did man's encounter with mystery paralyze him with terror. Encounter was transmuted into dialogue and terror evolved into transcendence.

Man had become his own master and his own slave and he now experienced the exhilarating taste of his human potency--the capacity to recreate the universe in his own image.

To feel the world move to the rhythms of his own body; to sense the presence of his own agency in the shape of things that are--this is what carried man from the primordial bosom of nature into the more exalted state of self-consciousness from which he now dares to wrestle with and even to defy the mysteries and the gods. Mankind stepped decisively out of natural law into creativity when he stood atop the highest mountain in the universe and listened to the voice of God challenge him into being by inviting him to bear witness everafter to an all consuming commitment.

SELF-RESPONSIBILITY

"WHO AM I?" said man to himself, as he slipped back from revelation into history, intoxicated by the very asking of the question. "Who am I?" sang his descendants in the rainforests of the night. "I am whoever I will choose to make myself become", came the answer. If then man has made a covenant with God it was to ensure his continued participation in the world process. Man's divinity, you see, lies in nothing less than his capacity to govern himself.

So long as he remains merely governed, so long as he is merely represented by experts, he remains something less than a man. He remains in a state of constant "mystification" rather than enlightenment. But, more importantly, if a man cannot legislate for himself he cannot experience the world as his world.

And the less it becomes his own world the less can he, in good conscience, feel responsible towards it. Instead of concern man's response towards the world becomes one of sheer indifference, and as he becomes more and more alienated, as he is more and more gripped by a sense of powerlessness, this indifference turns into a consuming desire to curse, smash, and destroy.

If, then, we have learned anything from the anguish of man's painful rise to humanity from captivity by nature, it is that man is the being who can understand and love only what he has created for himself, respect only what has its origins in his own will. This is the "Copernician revolution" wrought by centuries of suffering under the tyranny of nature and history.

It is man's capacity and longing for self-determination which has most inspired the eloquence of the poet's record of this sometimes tragic, sometimes comic, flight from bondage into freedom. Poets, statesmen, soldiers and philosophers, all alike have agreed that what most separates man from nature is his freedom to govern himself.

As Pericles once put it to his people, and for all posterity to remember:

Our constitution is called a democracy because power is in the hands not of a minority but of the whole people.

ORIGINALLY GIVEN AS A TALK ON THE CBC



Confrontation at Columbia... "The present state of expertise, with its emphasis on corporate management and bureaucracy is a betrayal of the ideals on which Western democracy was founded."

Thus spoke Pericles in the year 430 B.C. The Greeks were among the first to realize that social and political freedom grew from a nation's capacity to govern itself collectively--but they also realized that this capacity for self legislation is the condition of man's very existence as man, that is to say, as an autonomous individual. The capacity for self-legislation, said Plato, is the source of man's human dignity; the source of justice both for the individual as well as for society. The capacity for self-legislation is the very essence of justice:

The just man will in the truest sense set his house in order, and be his own lord and master and at peace with himself. (From the Republic)

HUMANISTIC IDEALS

The desire for social justice, conceived as the extension of Platonic self-determination was the main source of man's revolutionary activities throughout history.

The most eloquent poet of freedom through self-determination was the French philosopher Jean Jacques Rousseau, who declared in his famous Social Contract of 1762:

Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they. How did this change come about? I do not know. What can make it legitimate? That question I think I can answer. I hold then that Sovereignty, being nothing less than the exercise of the general will, can never be alienated, and that the Sovereign, who is

no less than a collective being, cannot be represented except by himself: the power indeed may be transmitted, but not the will.

If then, the people promises simply to obey, by that very act it dissolves itself and loses what makes it a people; the moment a master exists, there is no longer a Sovereign, and from that moment the body politic has ceased to exist.

As soon as public service ceases to be the chief business of the citizens, and they would rather serve with their money than with their persons, the State is not far from its fall. When it is necessary to march out to war, they pay troops and stay at home: when it is necessary to meet in council, they name deputies and stay at home. By reason of idleness and money, they end by their country and representatives to sell it.

It is through the hustle of commerce and the arts, through the greedy self-interest of profit, and through softness and love of amenities that personal services are replaced by money payments. Men surrender a part of their profits in order to have time to increase them at leisure. Make gifts of money, and you will not be long without chains. The word finance is a slavish word, unknown in the city-state. In a country that is truly free, the citizens do everything with their own arms and nothing by means

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By LIONEL
Professor
Faculty of Ar

Dreams of reason in an unjust society

Alexis de Toqueville visited the United States to study its penitentiary system. The record of his observations on the structure of American democracy is one of the great classics of modern times. He noted, for example, that on the one hand:

It is difficult to exaggerate the importance of the place that politics plays in the life of a citizen of the United States. To participate in the government of his country and to discuss it are the chief business and the unique delight of an American. This may be seen in the most trifling habits of his life: even the women often attend public meetings and listen to political arguments as a relief from their household labours. Debating clubs serve them to some extent as a substitute for theatrical entertainments.

But, at the same time, de Toqueville observed another quite contrary tendency

In America, the majority rears formidable barriers round freedom of thought. Within these limits the author is free, but woe to him who dares to step beyond them. It is not that he has to fear an auto-da-fé; but he is tormented by slights of all kinds and continual persecution. A political career is closed to him; he has offended the only power which can open it to him. He is refused every reward, even that of celebrity. Before he published his opinions he may have thought he had supporters; as soon as he has expressed them, he seems to have none; for those who censure him are so overbearing towards him, and those who agree with him but lack the courage to speak, so soon abandon him in silence, that in the end he gives in under the daily struggle and subsides into silence, as if he felt remorse for having spoken the truth.

This, for de Toqueville, was the essential paradox of American democracy. Freedom and totalitarianism living side by side.

CORPORATE ENTERPRISE

In which direction, then, will the final fate of American democracy be decided? In the opinion of many, America is heading for totalitarianism. Why? Because it has substituted corporate enterprise for individualism, expertise and professionalism for collective responsibility and commitment. Paul Goodman is representative of those who believe that the operative idea in participatory government is decentralizing in order to multiply the number who are responsible, that is to say, who can initiate and decide. The American character in its finest form is derived from the habit of making independent judgements and in democratically rubbing shoulders with all kinds and conditions. But, according to Goodman, we have lost this habit.

We have lost it by becoming personnel of a mechanical system and exclusive suburbanites, by getting out of contact with real jobs and real people. We suddenly have developed an Establishment, but our leaders do not have the tradition and self-restraint to come on like an establishment. Thus, we are likely to wreak havoc not because of greed, ideology, or arrogance, but because of a bright strategy of the theory of games and an impatient conviction that other people don't know what's good for them.

So driven by regret, is Goodman, for the world we have lost, that in the best spirit of Western revolutionary thinking, he is prepared to assert his freedom nevertheless--even if it means anarchy.

I am...a community anarchist. I hold, for instance, that sovereign power must be diminished because it is too dangerous to live with; that people must be free of coercion in order to grow and adventure; that administration should be decentralized as much as possible, in order to multiply sources of initiative and experiment; and that there is a creative, a secure-making virtue in face-to-face association in urban and scientific societies.

So far as the institutions of society are concerned, including the system of law and justice, as long as they offer means and opportunity for free action, they should be supported. But, he declares:

When they become clogs and hindrances, and when their overwhelming drift is in the direction opposite from ours, for instance inevitably towards war, then we cannot cooperate with them or we must actively try to stop them or even to get them out of the way.

Goodman's sole justification for rejecting unequivocal allegiance to the rule of law is that the law is servant to and not master of society; what is more, the society he lives in is his to alter as he chooses--so long, of course, as his conduct remains within the boundaries of decency and is what could be expected from any reasonable man threatened by the same circumstances.

The government, the school board, the church, the university, the world of publishing and communications, are my agencies as a citizen. To the extent that they are not my agencies, at least open to my voice and action, I am entirely in revolutionary opposition to them and I think they should be wiped off the slate.

'CONDEMNED TO BE FREE'

The present state of expertise, with its emphasis on corporate management and

beaurocracy is a betrayal of the ideal on which Western democracy was founded a betrayal of the promise of Pericles, Rousseau and Jefferson, and of the hopes of those whose lives have been sacrificed to countless revolutions inspired by the thirst for freedom. But it is more than a betrayal. Man's expectations, once fired can never again be extinguished. Submit as he will in his behaviour to the seductive morality of scientific technology--as he loses his sense of agency, so does he die as a man. There is security perhaps, in the escape from freedom through government by expertise, but not happiness. Once Prometheus had brought man into a state of freedom--he became, as Sartre puts it, condemned to be free. To betray that heritage is therefore to do violence to one's very being. The result can only be an increasing torment, driven by guilt for having betrayed the covenant and murdered the god within. And once the limits of self-tolerance has been reached the pain of this self-betrayal will drive men to final suicide.

Is this, then what our world to-day is all about? Is this, perhaps the real cause of our wars, our economic incompetence, our racial hatred, riots, and statistics about traffic deaths, air pollution, adultery, divorce, crime and violence? Is all this driven by a sense of guilt for having betrayed the vision which brought man from nature into history and through history into a state of freedom? And if so, can we yet find our way back to our dreams, before it is too late. The answer, according to Bergson, a prophet of our times, is still ours to make.

Mankind lies groaning, half-crushed beneath the weight of its own progress. Men do not sufficiently realize that their future is in their own hands. Theirs is the task of determining first of all whether they want to go on living or not. Theirs is the responsibility, then, for deciding if they want make just the extra effort required for fulfilling, even on their refractory planet, the essential function of the universe, which is a machine for the making of gods.



"NUCLEAR MOTHER" - photo of painting by Canadian artist Helen Andersen of Vancouver, B.C.



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AMERICAN PARADOX

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NEL RUBINOFF
essor of Philosophy
of Arts and Science

Study Encouragement Programme

Night school for kids has problems

By LARRY SCANLAN

Although it had been quite a while since I had been in a grade-school class-room, this one at Regent Park Public School seemed like what I might have expected.

It was well-equipped with a sink at the right-rear of the room, plants arrayed on a bench at the back, a social studies montage pasted on the back wall with a pictorial display of the provincial coat-of-arms, and a small library along the window side.

At the front was propped a Canadian flag, and a communication phone hung by the door. Most of the chairs had been turned upside down and placed neatly on their tables. There were world maps along the sides and above the blackboard where the clock read 7:46. A siren wailed by outside and died in the darkness.

In the front row sat Wayne, a sandy-haired five-year old with two safety-pins holding his blue jeans together at the seams. He was cocking his head sideways, proudly eyeing his purple space-ship.

photo by MORGAN



NOT RUN-OF-MILL

Besides these two, there were about seven others in the room, along with three 'volunteers.' One, a student at York, was helping with the alphabet. A bearded smile with an old Western jacket was using the blackboard. Another was getting frustrated with fractions.

It wasn't a run-of-the-mill class situation. The kids had come voluntarily to do what they wanted in this class-room atmosphere, organized under the Study Encouragement Programme at Regent Park.

Jimmy, a wrinkled grin and a weak left eye, had abandoned his dictionary in favour of artwork. Meanwhile, Judy was playing X's and O's with Roxanne in the third row and the score was two to one in Judy's favour when the fire alarm went off. Jim Steele got to the phone in time to explain that it wasn't really a fire; it was all a mistake. Classes adjourned for tonight.

'DON'T KNOW EACH OTHER'

Behind him, Maureen was struggling at printing her name. Freckle-faced, tongue working slowly to the rhythm of her pencil, strawberry-blond hair embellished with bobby-pins and shooting out in strands in five directions. A brilliant all-colour dress dangled loosely below the desk. She was

"Without personal involvement, Canada faces the rotten stinking mess they have in the U.S."

sighing at her mild success and bemoaning the life of a student.

"I don't think we're accomplishing anything right now. We're not diversified enough; one or two kids want to work, the rest don't, and they're all thrown in a room together."

It was the teacher's lounge. About 12 volunteers were strewn about the room, sitting on chairs and tables and leaning against walls. Over in the corner was Jim Steele, civil servant and community worker, the driving force behind anything that had been done for Regent Park youth.

"Take the hard-core group and organize them outside this building. We should group them as regards particular talents and interests, sewing for example."

More people were starting to throw in their comments now.

"It all seemed so unorganized. None of the volunteers know each other. There's no common denominator."

"Yeah I know. There's a large turnover of kids, maybe due to a lack of confidence in the kids. That person-to-person contact is vital." "We must provide a climate of motivation for the child"

LARGE TURNOVER

Among the problems discussed were a large turnover rate, lack

of diversification, lack of discipline, lack of organization, the limitations of working in a school and of course the classical problem of money and more volunteers.

Perhaps because the fire alarm had unnerved a number of them, their feelings of frustration and disappointment spilled over. But at the same time, these people, mostly university students, revealed a pragmatic grasp of the situation and offered concrete proposals in the face of their dilemma. Jim Steele once again took the floor.

"I don't believe in marching with placards on City Hall. Let's show people what we can do. It's time youth (14-18) did their own work and ushered in their own ideas." And ideas and solutions trickled in.

The turnover rate was attributed to a lack of personal contact between student and volunteer, which all agreed was essential to a healthy relationship. Steele had tried to maintain a hard-core group by making the child register and show their registration cards for each Monday night they came. However it failed because kids everywhere can lose anything.

The onus, as usual, fell on the volunteers. To solve the turnover, the volunteer would have to be better-acquainted with his or her group, get to know their names and phone number.

This too had a possible flaw as one woman pointed out. Earlier in the programme, she had perhaps become too involved, and one girl would phone her every time she had an argument with her mother. The happy medium had to be arrived at.

DISCIPLINE PROBLEM

Directly related to the problem of turnover was the lack of diversification. A more specialized (but not too structured) programme that would naturally encourage a closer contact. One lady commented on how that night, a young girl with a hole in her stocking had generated a discussion on the fine art of darning, that had fascinated all of her group and would have continued to do so but for the fire alarm.

Which brings up the problem of discipline. A volunteer explained how one night, a daring youth had threatened to jump out the window. He was told simply that it was his

privilege to jump. When he became aware that it was up to him and him alone, he soon relented. These people had to be realistic.

After all, said Jim Steele, "if you find that one kid is destroying communication to others, it's just as well he go. It's not a dream-world" he said, "some kids just can't cope." It was decided there would be only one authority figure.

As far as organization went, that problem too necessitated a happy medium. There had to be a sur-reptitious structuralisation one that would not give a picture of rigidity nor allowed to grow slack.

Most of all, they felt themselves hand cuffed by having to work in the school. The gym was practically off-limits, and the environment was conducive only to monotony. They had to get out, perhaps get their own building.

And then there was money. And more volunteers.

STEELE SPEAKS TO BIGGIES

Two nights later, Jim Steele, as Chairman of the Neighbourhood Youth Corps, introduced his 'five-year programme' in front of an audience that included Ontario's Minister of Trade and Development, Stanley Randall. He stressed community involvement and had his own daughter as vivid proof of realizing that ideal. She had set up a volunteer service for incapacitated senior citizens.

Money was not the only solution he warned, citing the ineffectiveness of Great Society Programmes in the U.S. and the apparent superficiality of our own War on Poverty programmes in Canada.

"Without personal involvement," he said in a quivering voice, "Canada faces the rotten stinking mess they have in the U.S."

The hurdles seem insurmountable. Yet the sight of a university student walking down a hallway, with two young kids clutching his hands, says something. Their dogged determination and self-confidence says something. Steele will soon retire as Chairman for reasons of health, and from the impressive collection of volunteers, there are at least three capable and responsible candidates for the job.

"Concerned teenager's like these need help" Steele had cried bitterly. "Why should they have to beg for help?"



Regent Park Public School where the classes are held.

photo by MICHALSKI

Teachers despair abolition of strap amidst invasion of new ideas into public schools

By MARILYN SMITH

Manhattan Park Public School in Scarborough is a school in the little red schoolhouse tradition. It encompasses grades 1 to 5 with 10 teachers.

The principal, Richard Notter, unconsciously fulfills his father's role as he presides over lunch from the head of the staff table.

I was a little apprehensive about spending the day in grade one. It's been a long time.

Room one has 36 pupils. Their teacher, Barb Hodge, introduced me to the class.

She encouraged me to mingle. It started off easy enough. A smile was the only needed ice-breaker. Youngsters accept people at their surface appearance until that person proves to be other than what he appears.

Francesca asked me:

"Are you a mother?"

"No."

"Are you a kid just like us?"

"Yeah."

And that was my accepted value - a kid just like them, sitting in school and making no difference to their functions as 6 or 7 year olds in grade 1.

THE CLINGING TRADITIONS

The big conflict in education is traditionalist vs. progressive. Tradition dictates. Rows of desks, strict classroom discipline, notes, memorization, regurgitation - these are part of the traditional school.

Progressive education guides, or leaves the leadership in question. The Montessori system, learning by discovery, the Hall-Dennis Report, the unusual in approach - these are trends in progressive education.

That is not to say that the traditional system is all bad (nor, conversely, the progressive system all good).

But the traditional system has produced an undesirable end product - the automat who recites facts, but never really thinks.

Notter spoke of Barb Hodge's traditional learnings. She is in her second year of teaching and her second year as a grade one teacher.

"Last year, Barb taught her kids to read with the Manual practically sitting on her lap, using the same methods as when I started out some thirty years ago. But she did a good and thorough job that way."

It is easy to see why a green teacher will cling to the security of the traditional way. Therein lies the concrete self-assurance that the teaching is being done in an acceptable way.

Notter added; "The progressive movement is good as far as it goes. But we're still confined by the exams at the year's end. We're expected to experiment, but to cover all the work in the outline as well."

Hence progressivism and tradition are thrown in together. The blending is heterogeneous. A part of Manhattan Park is very forward in its thinking. But the old traditions and the old traditionalists die hard.

So I asked Notter how the Hall-Dennis Report has affected his school.

He replied in terms of 'freedom in education' - which made me think of A.S. Neill and his Summerhill school, a radical experiment in free education.

He agreed that there were some things to be said for it. "But you know, things always swing pendulum-like. And perhaps this progressive trend can swing too far the other way. Change is definitely needed, but I'm not so sure that the Hall-Dennis Report is the whole answer or the right answer."

"For instance, the report recommended doing away with the strap. A communique came down from the Board of Education to follow this recommendation in Scarborough schools. But what is the alternative?"

I was a little surprised at this. The standard reply is that one needs to establish an atmosphere of genuine interest and mutual teacher-student respect so that the strap just isn't necessary.

And the standard reply to that layman's statement is a small smile of "fine sentiment but obviously you don't know what you're talking about. You've never been at the teaching end of a classroom situation."



photo by MORGAN

TEACHER VENERATED

But realistically, discipline in the primary grades is not such a problem. First, it has to be accepted that it is not natural nor healthy for young children to be subdued or submissive all the time.

The progressive system encourages freedom of movement about the classroom and allows for more talking than the traditional methods.

The short attention span of a young child adds to the confusion factor. Nor does every pupil pay attention when a lesson is being taught, no matter what the system.

A seating arrangement in groups rather than rows adds to the informal atmosphere.

A teacher just has to accept the background noises or minor disturbances.

But teachers have factors working for them. Young pupils, particularly grade ones, tend to venerate anything teacher says or does. Here is their first exposure to an adult outside of their own family who has such a decisive role to play.

A look, or a reproach delivered in a normal tone of



Independent, compassionate, courageous

voice can be enough to quiet them, sometimes even cut deeply.

Pupils will become immune to the sound of a constantly raised voice. So even yelling loses its effect after a time.

Secondly, peer-group acceptance is the prime motivation behind a young child's actions. If a child is disrupting the class, and it is an enjoyable class, his fellow classmates will castigate him. If they don't, then it could be that the child is a spokesman for the whole class, and that his unruly behavior reflect the nonrelevant presentation of something in their classroom.

Then it is time for the teacher to appraise his approach and motive.

'Problem' children present a different situation. But then, if they have a problem, discipline isn't the answer.

A closer connection between home and school is necessary to root out the problem.

Thus guidance or resource teachers with special training are coming to be an essential part of the teaching staff.

Barb Hodge has two 'problem' children. One is overt in his manifestation, the other is extremely quiet and withdrawn. Barb was meeting with the mother of one of the boys the day I visited her class.

Both children are a disruption to the other 34 pupils, one through his outbursts, the other through his non-participation.

The lament of the strap-abolishment was echoed by some of the other teachers at lunch-time.

PARENT-TEACHER PROBLEMS

The kids at Manhattan Park have a 'Good School Citizen' drive on right now. They elected the term 'goofus' to describe anyone who isn't doing his part.

That term could probably be applied to some teachers.

Hansome's areas are handicapped teaching and related areas where traditional applications aren't acceptable.

He mans the small library and resource centre - with the help of a committee of mothers who come in regularly to work.

Remembering the previous detrimental comments

I'd heard about parents, I asked him if he thought the parents had a place in the school.

"Definitely, I couldn't handle the library without the help I get. Parents spend some 57 million on education. They have a right to know what's going on."

Notter had said: "We're encouraging them (the parents) to come into the school as much as possible - for informal talks, for observation."

"There are changes in the school, and we're initiating more progressive methods all the time. But the school can't exist as an island of change in the community, because it's the parents who have the decisive voice."

"And if they rise up and say 'No' before they fully understand something, well then, our island is swamped."

"Our classes are divided in units and levels, but when the parents come in, we talk in terms of grades."

Barb Hodge's class was not seated in the traditional row fashion, but in 4 groups, formed according to reading ability.

Members of each group faced one another in a square formation. One end of the square is open.

Barb later told me that she was starting to experiment as her confidence in her ability grew.

The group formations encourage socialization amongst the members and so are popular with the kids.

The close contact didn't serve to disrupt the class at all.

MITTENS AND GOOINESS

The contrast between old and new styles was evident in the class. Where Barb went by the manual, tradition won out. Sitting up tall with hands on desk is necessary before any movement on the part of the class as a whole. Lining up is still mandatory. General orders are very formal; "Class stand, face the back, forward..."

When she followed her own directives, the spontaneity and involvement of the class was total.

This was particularly evident in the afternoon art class. Barb is very artistic and her flair comes through in imaginative art projects for her class.

She showed them how to make prints by smearing

poster paint on a small chunk of styrofoam and then pressing it on a paper. The pattern could be repeated, any combination could be contrived.

Art is a traditional favorite subject in school. Under Barb's initial directive, the class proceeded to 'experiment'. They hacked at the styrofoam pieces to make all kinds of weird shapes.

They mixed the poster paints and created wild new colours that are beautiful in the eyes of the child creator, but only muddy swill to any adult.

Some got impatient with the styrofoam between them and their papers, and proceeded to use their hands and fingers.

The ultimate in the artistic trend came as they compared paint-covered hands to find whose were the 'gooiest'.

Then there was the mitten scramble. There's about eight changes in and out of snowsuits, each day between coming, going, and recess.

The crotch of Sandra's leotards was down around her knees. About six feet of slack stretched over and beyond her feet.

The combination of the two was a bit of an impediment to her forward progress.

"Wouldn't it be better if you pulled up your stockings?" I ignorantly suggested.

"Uh, uh", she protested. "The feet are all wet and they dry out better this way."

This, then was the wet sock syndrome. Looking around the room, I saw others drying their socks and stockings in the same fashion.

If kids can invent the unorthodox when it comes to drying their wet socks, then they might give much to a system which makes the questions instead of the answers.



photo by MORGAN

Staff Meeting today
2:00
PRO TEM office

UP-f

'Faces' a portrait of middle-class America

By BRIAN PEARL

John Cassevetes has spent 4 years and \$40,000 to create his portrait of middle-aged, middle-class America, once dubbed 'The Command Generation' by Time. He has portrayed a visage which is well-groomed but empty; calm on the surface but quaking beneath with the certain knowledge of its own absurdity; a face which bears no self-examination without breakdown.

The events of the film are, of course, simple. They are simple because when the facade of self-assurance needed to function in these empty relationships hangs by a slim thread, the most simple of unusual moments brings complete breakdown.

'A HIPPOPOPSICLE'

In "Faces" the breakdown of two people and their marriage is chron-

icled with documentary-like realism. Richard Forst (John Marley) is the Chairman-of-the-Board of "a moderately successful firm in a dull business". His wife, Maria, (Lynn Carlin) is frigid. In bed, instead of making love, her husband tells her corny jokes so at least they do something there. (Sample: "What weighs 2000 pounds and comes on a stick-hippopopsicle"). They giggle together for a short while then, each rolling over in opposite directions, lie with the lights on and eyes wide open; one frustrated, the other afraid, both guilty.

Both husband and wife commit adultery. Richard meets his whore at her house, where she is entertaining two men with another girl. The men, McCarthy and Jackson, are the caricature of the American business class. Jackson sucks up to McCarthy and McCarthy, trapped in the false esteem of his travelling companion, lives a fantasy; like a small child imitating an adult.

The most pitiful example of McCarthy's life is the episode in Jeannie's, the prostitute's (Gena Rowlands plays Jeannie) bedroom, where, as soon as she lies down on the bed he is sitting on, he gets up, musses himself appropriately and boasts to Jackson about the time he had.

Meanwhile, Maria has gone to a discotheque with some friends, all

wives in the same class. There they are all picked up by one boy, Freddie, who after sexual tussles with nearly all, winds up with Maria.

One of the women is older, fatter, uglier than the others and she pathetically crawls all over Freddie in a grotesque parody of lust. At the bottom of her gut is the coldest fact: "Someday I'm going to die and some God-damned preacher is going to say a God-damned sermon over my God-damned body." The refusal to admit the existence of death is at the centre of the American middle-class illusion like a dark sun dominating a darker universe. Dorothy Gulliver, as Florence, gives a very real performance which proves pivotal to the entire film.

AUDIENCE PARTICIPATES

The escape from reality into fantasy, deception of oneself and of others and the ultimate reliance on nothing more than social conventions are seen here to be the props of these lives. These people cannot even help one another without hurting themselves - without breaking down the barriers between their true selves and the world that, like some fungus, has enclosed and is smothering them inside their opulent wombs.

Technically, the film was as crude as a documentary, with the same sort of dull film and difficult sound reproduction. But these 'faults' added to the starkness of the plot and gave the film as a whole the atmosphere of a psychological casebook of the principals.

Also, since the film was in a setting familiar to almost all the audience, and the characters were easily recognizable to their psychological neighbours, the sketchy, open nature of the film (which some could call sloppy) allowed the audience member an important measure of participation. He or she could participate in the construction of familiar images, becoming involved in the artistic vision of neighbours, and most importantly, themselves.

At all times in 'Faces', the face speaks what the person cannot. The hidden feelings are known to us always, and at the end, we know these people all too well. They are afraid - afraid of winning too much or losing everything at once.



John Marley in 'Faces', now at the New Yorker.

'Joanna'-series of emotional responses

By LYNDA BEAUBIEN

To "review" JOANNA would be to attempt to describe a series of emotional responses and a kaleidoscope of sensations. Such an undertaking approaches the impossible. JOANNA is a fantasy--a fantasy which can only be described through disconnected impressions.

The first few scenes seem to be yet another mod-pop attempt to fill the generation gap. Wild mod clothes, sleek, low cars, too-cute language, and overemphasized amorality--all stereotyped attributes of the 'now' generation. When will 'they' ever learn that by so obviously stooping to 'understand', they arouse only resentment?

It begins to look as if the only thing worthwhile in the movie is the subtly provocative music of Rod McKuen. Poet, songwriter, singer, he is a highly talented man with the uncanny instinct of creating moods with 'a certain limpid immediacy'.

Imperceptibly, there is a transition in JOANNA. The dialogue begins to be credible and shows a real, intelligent, completely appreciable kind of wit. Joanna the phantom and Joanna the girl merge so often that in her mind they finally become one. Genevieve Waite has talent as well as her more obvious attributes.

Very cleverly has Michael Sarne explored the pleasures of human fancy. There are little touches that will tickle any - like dashing around London's streets and parks in a chifony, pink evening gown in the middle of the day.

For the males, there are scenes to uncover the romantic little-boy adventurer - Peter in flowing white robes as nomadic desert prince of his Moroccan retreat. The toe-wrinkling delight thus evoked is a proof of the effectiveness of Michael Sarne, who truly created it, first by writing the screenplay and then by interpreting it himself as director.

Calvin Lockhart, as Gordon, is

such a totally gorgeous man that it is not hard, even for a white, to see what Joanna finds in him to love. Twentieth Century Fox, in its publicity, is taking advantage of the fact that the movie has been banned in South Africa.

However, since no emphasis is placed on the interraciality of the romance in the movie itself, it is difficult to see the cause for such an outcry. Joanna and Gordon are two humans and that's the way their affair is presented.

Donald Sutherland is captivating as Peter, the dying aristocrat turned eccentric philosopher. From past performances, it would seem that his inclination is to such beautiful character roles. He has a peculiar knack for portraying en-

dearing men.

As if Genevieve Waite's attractions are not enough, Glenna Forster-Jones as Beryl, through her first appearance alone, completes the mesmerization of the male sector of the audience.

The new German rage, Christian Doermer, as the omniscient painter Cass, creates the kind of understanding male most women see only in their daydreams.

The ending is totally unexpected and entirely in keeping with the fairytale that is JOANNA. What a change it is to be carried away by a movie in these days when most deal with intensely introspective problems. JOANNA is pure escapism and pure entertainment: a very perfect madness.

'Negatives' is pretentious and boring

By BRIAN PEARL

'Negatives', now at Cinecity is a pretentious, boring film. The photography is amateurish in both concept and technique. The plot is ridiculous and the characters are, as written, very stupid. As played, they are even worse.

I left with only one question: "Why bother to make such a bomb?"

The only interesting thing about 'Negatives' is that the film was made at all. By getting behind the film to see what, if anything, props it up is the only way to appreciate it.

Fantasy is the theme of a great many dramatic pieces these days. Also the dramatic device of the 'game' is included in this film. The fantasy and the game are always opposed to "reality" in such efforts. But it is not a real opposition because most often what is 'real' is left undefined and understood implicitly as simply that which is neither fantastic nor a game.

The characters of this film are only excited in the worlds of their own imagination; outside, the world

is boring. Yet this outside world is the most comfortable and, despite the immense range of human possibility, the freest in human history. The fact is that in this culture of ours, entertainment is at the saturation point--the point where we cannot tell when we are living, and when we are being entertained or amused by ourselves or by others.

The ancient Greeks insisted that their drama be contrived along archetypal lines and thus be discernable from typical life. Their drama was evocative and not illusory. In 'Negatives', drama is illusory and not evocative.

None of our dramatic arts are aware that they are fabrications of reality, not reality itself. As a result, the audience continually responds more readily to dramatic illusion than undramatic reality.

Thus, a group of people who lived only for their fantasies, and died with them as well, can become the subject of a film.

Not only the drama, but also the photography of this film is highly

affected. As in the writing, potentially exciting effects are so overused they become merely distracting. For instance, the use of the close shot of a particularly interesting portion of a tableau is used so often that the audience is unable to remember the tableau that the detail is to enhance.

Also, the director of photography seems to believe that the eye and the camera function in exactly the same manner. This mistake can lead to much discomfort for the viewer.

The eye is quite capable of quickly scanning a room and selecting detail, but the camera depends ultimately on the eyes capability to retain a latent image of the stills being projected on the screen. A quick scan by the camera confuses this function.

Once again, by attempting to understand the people who made this film rather than the film itself, the myriad of techniques and immense proficiency required to make a modern film becomes evident through their absence.

front

Edward fails to direct

By MARTHA MUSGROVE

Theatre Toronto limped into its second season at the Royal Alex last week, opening with Marlowe's Edward II.

Although only a year old, the company has already obtained the reputation of tottering precariously between the sublime and the ridiculous. Last season Toronto

was offered brilliant productions of 'The Drummer Boy' and 'The Soldiers' yet had to endure a mediocre 'Little Murders' and an unfortunate 'Festival of Carols'. It seems that subscriptions have been somewhat reduced this year and it would appear that unless a concerted effort is made to offer consistently good productions, Theatre Toronto will be no more.

Broadway tin gods

By LEN McHARDY

Big cities have an attraction for the average North American and the Gargantuan of cities, New York City, each year sees millions of visitors who have dreamed about visiting it.

I used to think of all the great actors who naturally had to live in New York, because I knew from the ads in the Sunday edition of the New York Times that there were so many theatres there.

I thought longingly of the lucky people in New York who could go to all those plays that were constantly being produced. Meanwhile in Toronto, I was lucky if I, in between Saturday double bills at the 'St. Clair', got to Hart House to see a university aluminae production, or the odd time to the Royal Alexandra to see some effort.

Two years ago I made my first trip to New York (on my own) and did all the tourist things. I saw a couple of Broadway shows. Since that time I have been back twice, each time with somewhat more apprehension on departure and more disillusionment on returning.

I was at a preview performance of 'The Big Leaves are Falling' which met roaring guffaws and ended with tumultuous applause. The morning after the opening there were death notices in the papers for the show, and it closed in a few days.

Why? Theatre party agents would handle the show

and this meant the revenue wouldn't come in. Scratch one genuinely funny show. The same thing has happened in the past to good plays like 'Arturo Ui' and 'Jules Feiffeus' Little Murders'. In other theatre centres, these plays became huge successes.

The basic insecurity of the American way of life has taught New York theatre goers to go to the theatre with closed minds and get the results and opinions of critics. It is staggering to think of the power the New York critics wield.

They are right in voicing their opinions about the present state of the Broadway stage. It is in a bad way. It is tailored to the tastes of hit-oriented customers, the customers whose tastes extend no further than the proscenium version of television.

Theatre is a living art in which actor and spectator share the experience at the creation of the art. It cannot be subjected to pre-programming by I.B.M. as many shows seem to be. It is an experience in which each performance is a new and fresh experience.

What we have on Broadway, for the most part is a type of cultural cannibalism where the cannibals have the solace that they are sitting on a piece of the most expensive real estate in the world. Whether or not they do have an experience of any depth or not is unimportant.

HIGH SCHOOL BETTER

I found it difficult to believe that Edward II was performed by a professional company; I have seen better high school productions. Rumour has it that Director Clifford Williams undertook just a little too much this season and Theatre Toronto ended up on the bottom of the priority list. Certainly the chief fault of Edward II was a lack of direction. I'm not familiar with Marlowe so I would hesitate to say what might have been done with the work.

In the midst of indifferent or amateurish acting, sole comfort came from William Hutt as Edward and Heath Lamberts, playing both the Archbishop of Coventry and Lightborn. Despite absolutely no support, Hutt gave a fine performance of a king who forgets that he is a king until his royalty is stripped from him.

Lamberts was remarkable as the executioner Lightborn, at once gentle and sadistic. As for the rest of the company, it was without note. Lines were stumbled, mumbled and muffled. No attempt was made at character definition, so that I was constantly peering at my programme to figure out which indistinguishable was which.

BAD COSTUMES

Blame for the production must especially rest with the costume and set designers. It would be interesting to know just what effect Samuels was hoping to achieve with his costumes - the result was ludicrous.

He chose to make everyone resplendent in flowing robes of embossed material about the texture of cardboard.

What looked ridiculous became outrageous in the moving scene in which Edward sinks to his knees to renounce his crown. What should have been a poignant spontaneous gesture became a farce when Hutt had to arrange his robes like a tent about him before he could move.

An absolute minimum of thought was apparent in the set design. The raised, offset platform might have been effective but it was not properly covered so that every step on it rang out with alarming clarity. Two large black speakers emitting tinny music on cue did not enhance the scene. The most unbelievable thing however was a pseudo-psychedelic light show depicting a battle. Hardly effective or appropriate.

The most frustrating thing about Edward II was the knowledge that Theatre Toronto can and has done better, a lot better. It is obvious that they are trapped in the vicious circle of no money, bad plays, no support, no money. It seems that the only solution is to be patient and endure the bad with the good.

This is my freedom

By VIANNEY CARRIERE

As the play ended Shakespeare wrote "All our revels now are ended..."; and as the first term ended, it seemed to be true. Christmas time is over, and with all the certainty of the coming Spring, the second term blues are setting in. The 'Glendon doldrums' as this phenomenon is sometimes called is not half as funny as its annual inevitability. This is really an attempt at definition, and if you know what I'm talking about, I would appreciate hearing your opinion of how close it comes.

All my friends are now angry.
And having been so long a time
Sometimes -- often -- all at once
It is natural that having come this far,
They should now be angry.
And sometimes in the evening
When an answer has been tried
And has failed,
It is anger and confusion mixed together
That lulls my friends to sleep.

On a crystal field last summer
And while God looked on, angry and confused,
We built a walled prison there
My friends and I.
And we went away.
And it's still there, I guess,
Although the grass
Clinging to its walls may be long and ugly,
And the bars somewhat rusted after winter:
Still it may be that even this day,
God sees our prison
And is angry and confused.

But now the smiling stars
Dropped in this incomparable distance
Listen to a song.
Is watching us through something
That vaguely resembles a telescope
And because he is young and brilliant and learned,
Can he then help but conclude
That there is no life here?

This is my freedom:
This distant scholar
Who can't be wrong.
And his great inescapable conclusion.
It is my freedom.
And his vision a million years away,
When through the lighted years
And carried in a prison
Through a crystal field
Pelted with stars,
His vision will come
Of a tiny unhappy little star
Which burst in pretty patterns
That died alone
Of indeterminate causes.



Dustin Hoffman in 'Jimmy Shine' which has succeeded despite critics' rebukes.

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sports

Crackdown on fights

After a week of intramural boxing action which saw four hockey fights and two basketball bouts, athletic director Mike Salter declared an immediate crackdown on all those engaging in fisticuffs. The B-ballers were ejected from their game, but the hockey referees have been more lenient, preferring to let the offenders off with five minute majors. From now on, promises Salter, all fighters will be given automatic game misconducts.

Leading the survivors at week's end were 2nd Year and 3rd and 4th Year, both with 7-1 records (6-1 at Sam's). The Beavers defeated the Axemen 8-1 with Pat Coyle getting three and Kingsley Brewster picking up a pair, and then frosted the frosh 4-3 with John Vernon scoring twice. Bill Wade, Murray Shields, and Mike Whinton connected for 1st. The Fountain-of-Youthers kept pace by beating the frosh 3-2 on a goal by Gord Wilton and two by Ponce de Leon, and bombed the B's 10-2 with Bob Fenton getting four and Mel McLeod and Tony Tilley deucing it up.

The Axemen posted the upset of the week by topping Ye Greene Machine 2-1 on goals by Eric King and Pete Gusen; Bob McMurrich tallied for C. D. House edged E House 7-1, thanks to two goals each by Joe McDonald and Dave Roote. 1st Year took B House 7-4, despite four goals by the league's leading scorer, Bill Rutledge of B House. John Teixeira got the homburg for the frosh, while Sydney Hazan (battle cry of Captain Marvel) got two.

E House made it two out of two this season over the Axemen, winning 4-1, with Andy Michalski getting the fedora. Don Wallace scored for A. The sophs avenged their only loss of the season by whitewashing C House (Ye White Machine?) 2-0. Gord Way and John Vernon got the goals, with Doug Mitchell registering the shutout.

Keep this under your helmet but...we hear rumours that a couple of teams have used ringers. Captains should check their opposing team's lineup carefully before each game.

Menear leads scorers

B House handed E House their first defeat of the season, winning an exciting game 28-27. Bob Edwards had 15 points for the son of B, with Mike Browne adding 8. Mike Eisen led E with 8 points, followed by Don Sugden with 6.

Rick McKenzie of C House and Ralph Trodd of D House held a two-man shooting match. McKenzie won 20-14, giving Ye Greene Machine a 27-18 victory. The sophs beat the frosh 32-19, as Paul Westlake scored 15 and Nick Martin got 9. Serge Colekessian led the rookies with 7. Four players were ejected from this game for fighting.

The Oldtimers handed E House their second loss 40-19 as Rick Menear scored 17 points to move further in front in the league scoring race. E House gave notice that they could pull an upset in the playoffs by creaming the C-men 31-18. Tim Anderson got 9 for the winners, Chris Hawkes and Rick McKenzie 6 each for the losers. The Axemen got a default win over 1st Year, as the entire frosh team was lured to a watery grave by the Sirens of the Don.

Glendon's Varsity Yeomen



TOP: Andy Raven and Wilson Ross of the Rebels. BOTTOM: Geoff Scott and Jim Mountain of the Yeomen.



Referee Dave Roote returns from an argument between himself and first and second year players. Fighting and arguing have become an all too common occurrence this season.

York headed for championship

By NICK MARTIN

With seven games left to play in their OIAA season, the York Rebels (or Yeomen, or whatever) are solidly entrenched in the upper echelons of the top ten college hockey teams in the nation.

The team got a great morale booster when they upset the University of Toronto Blues 3-1 before Christmas.

The Rebels beat the Blues by playing the same type of game they've played all year: a tight-checking, defensive game. The Rebels

have no real offensive stars this year. Coach Bill Purcell, however, has molded together an outstanding team that is winning game after game even without having any stars.

The team is built around goalie Frank Childe, currently the leading netminder in the OIAA with an average of 2.67 goals against per game. Childe is amply protected by his defence corps led by Ed Zuccato and Paul Erickson.

York owns a 3-0 record in league play, which they

will put on the line at Brock tonight. Their biggest game of the season will be on February 2nd when they take on undefeated Laurentian, the defending league champions, in Sudbury.

The Rebels have four remaining home games, on February 11 against Ryerson, 14 against Laurentian, 25 against Osgoode, and 28 against Waterloo Lutheran. The two coming victories over Laurentian should put York well on the road to the national championship.

York's basketball Yeomen (ne Windigoes), have improved considerably in the past few weeks, and are now in second place in the OIAA with a 2-1 record. The big difference in the team has been the addition of Glendon's Jim Mountain, who scored 20 points in his first varsity appearance to lead York to an overtime victory over the Ryerson Rams.

The Yeomen's next home game is on Saturday against national champion Waterloo Lutheran. On Tuesday, January 28th, York will meet the league-leading Osgoode Owls in Proctor Fieldhouse, their only appearance of the year at Glendon.

PRO TEM to pick stars

For the first time in the history of Glendon's intramural leagues, all-star teams will be picked. Pro Tem will select first and second all-star teams in both men's intramural basketball and hockey. Our all-star teams will differ from the usual all-star teams in that the players to be considered for the teams will be selected by the intramural teams themselves.

Each intramural hockey team will be allowed to nominate a maximum of our team members, and each basketball team a maximum of three team members, for selection to the all-star teams. Since intramural players switch positions fairly frequently, nominated players need only be designated as forwards, defencemen, or goalies in hockey, or forwards or guards in basketball.

From the players nominated by the individual teams, the all-star teams will be selected by a four-man board of judges consisting of Pro Tem sports editor Nick Martin, sportswriter Larry Scanlan, referee-in-chief Ron Maltin, and convenors Gary Thompson and Dave O'Leary voting for basketball and hockey respectively.

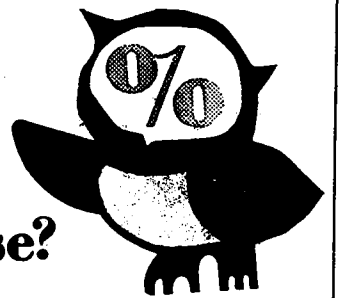
Voting will be on a 5-5-5-3-3-1 basis for forwards; ie, each judge will give 5 points to each of the three men he feels to be the best forwards in the league, 3 points to each of the next two, and 1 point to the sixth-best forward in the league. Voting for defencemen and guards will be 5-5-3-3-1, and goalies 5-3-1. Totals will then be taken to determine the two all-star

teams in each sport.

The intramural teams may select their best players in any manner they want. Lists of each team's nominated players and their positions, signed by the team captain, must be handed in at the Pro Tem office by 5 PM, Thursday January 30th.

Voting will take place the following day, with the results to appear in the February 6th issue of Pro Tem. Decision of the judges is final, as they have repeatedly shown themselves this year to be infallible.

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Percentage-wise?



5 1/2% SPECIAL SAVINGS 4% REGULAR SAVINGS
7 1/2% DEBENTURES & GUARANTEED CERTIFICATES

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