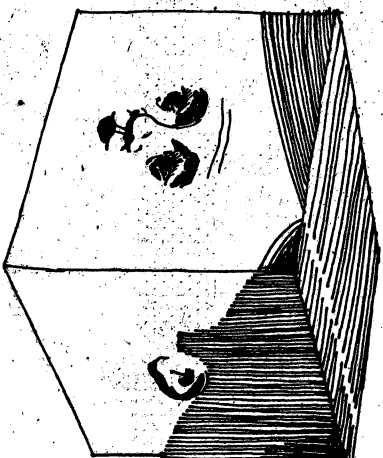


# a study in frustration



The university offers students five representatives on 80-man senate and you think it's a good offer — turn back.

Free-box (of sand) — advertising for Winter Carnival

Student council calls for a demonstration for equal parking privileges but you think faculty should have special privileges — go back to one.

Professor notices you in class — gain extra throw but lose ten marks on exam.

You buy a subscription to the Globe and Mail — lose one turn.

You lose your virginity — free square.

You believe what your poli-sci prof said about the value of democracy and tried to apply it to your department — lose one turn.

Free space — something around here should still be free.

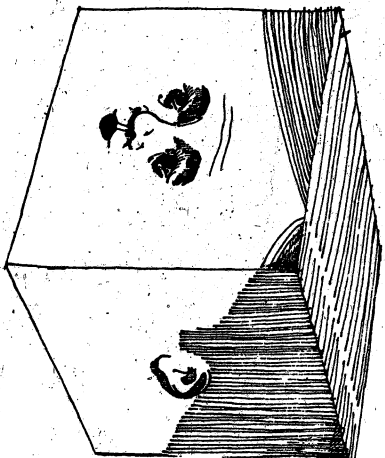
Prof decides to have Christmas exam — sit here and cry until your next turn.

You get asked into the prof's private office for a meeting and accept — back to 19.

Free space to give you time to study for Christmas exams.

Christmas exams — roll dice — one to five go on — six, go back 3.

Christmas vacation — free space to hear your parents tell you how great university is and that they hope you're not  
 A) going to lose your virginity  
 B) smoking pot  
 C) talking to any nasty radicals



You can't find the room the exam is being held in — miss 2 turns.

You discover the computer has you writing exams in four courses you never registered in — lose 2 turns.

All this time you've been at the wrong university — you were accepted at York — Campus go back to start — they play the same game.

You finally decided to open a text book and nothing looks familiar — lose two turns for cramming.

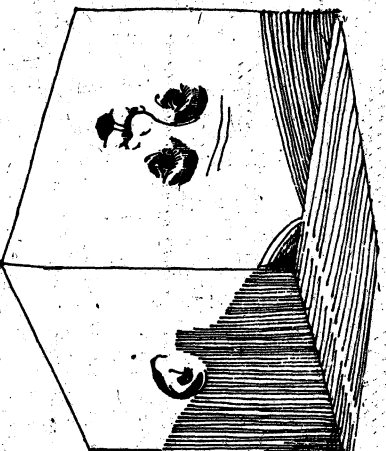
You decide exams are irrelevant to any kind of meaningful life — win game unless you consider making more than \$5,000 a year necessary for a meaningful life.

you to court — ~~lose~~ win game.

# FORM

Toronto, Canada, le 16 Janvier, 1969

## END?

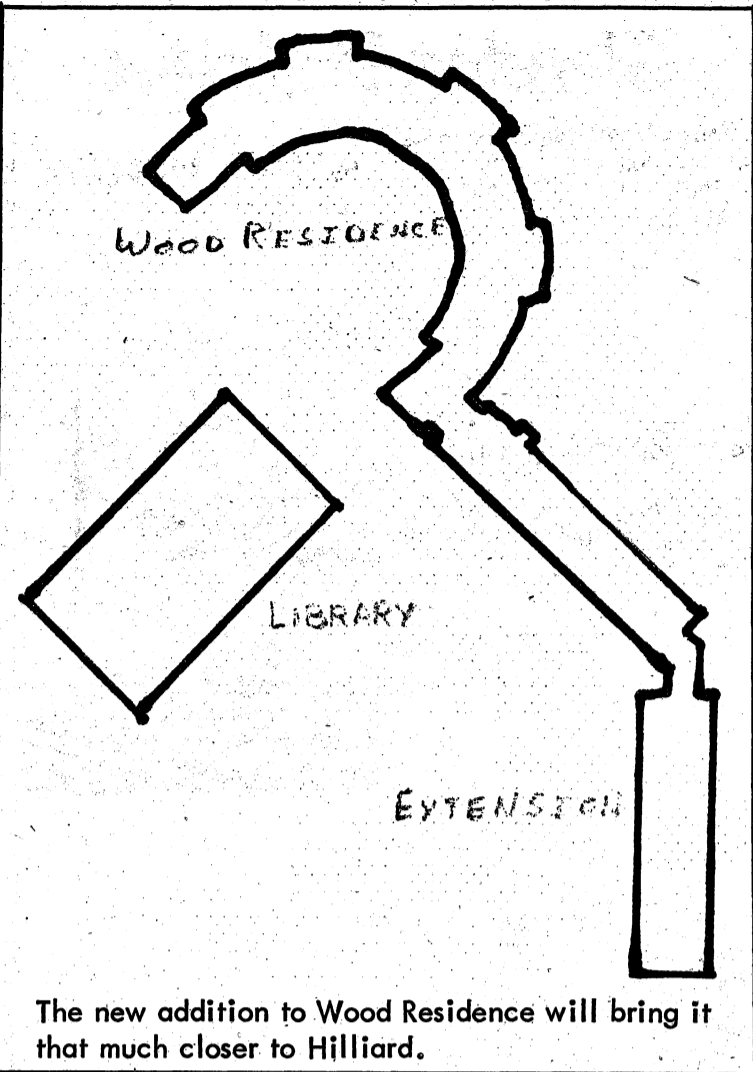


You go up to see the president with some complaints — extra roll.

You smoke grass and hash — extra roll.

Welcome back — lose a turn for not catching up on all the work you thought you would over Christmas.

You call the principal's secretary, Mrs. Sharpe — by her first name (Helen) — lose a turn.



The new addition to Wood Residence will bring it that much closer to Hilliard.

## Two new houses for Wood Res.

Residence council has approved an increase in the size of Wood Residence by the addition of two more houses.

When finished, the addition will take the form of a separate building extending away from Wood Residence in the direction of Hilliard, and attached to the end of E house by a walkway.

To be completed by 1971 the two houses will provide accommodation for eighty students. Designed by the firm of Mathers and Haldenby in 1965, the plans call for rooms of same size and construction as the existing building, with a matching exterior.

The ratio of doubles to singles will not be changed, and there are no plans to add carpets or alter the furnishing.

Students have made suggestions to increase the soundproofing, install reading lamps over the beds, and provide desks with drawers.

Recreational facilities will be the same, although a concurrent recommendation to provide furnishings for the basement of E house has been submitted. The total cost of the addition is not yet known.

Residence council has also recommended an experimental plan whereby two to four senior students would be able to use the washroom and kitchenette in the dons' rooms for which they would "fulfill some donly duties in return."

TUESDAY, Jan. 21  
History Club presents  
STANLEY RYERSON  
Canadian Marxist  
Historian  
'The Revolution  
of 1837'  
8:15 P.M.  
J.C.R.

Proposals to add rooms directly to the Hilliard Residence were turned down because of "structural inadequacies." Instead, plans for a third, completely separate, residence building are under consideration. Whether or not this will be a mens' or a womens' or even a mixed residence has not yet been decided, but if the existing plan is accepted the building could be ready by September of 1971.

By that time the estimated residence population will have increased from its present figure of four hundred and thirty-six to as high as six hundred and eighteen, evenly divided between the sexes.

## SHARE

The annual WUS 'SHARE Week' is changing this year.

In past years, the WUS committee at Glendon has held a SHARE campaign to raise money for the WUS International Programme of Action.

I.P.A. projects include health services to students; material aid and scholarship opportunities to refugee students and professors; assisting or establishing canteens, restaurants, residences, hostels and community centres; supplying text books and teaching equipment.

All the money raised for SHARE at Glendon will go directly to the I.P.A. Any administrative costs incurred are covered by the Canadian branch of WUS or by the local campus. This week at Glendon, but the focus has shifted a little from previous years.

Instead of concentrating solely on money raising, SHARE week has become a Week of International Concern. WUS is trying to create several situations where university students can become more aware of the problems of other students around the world.

# Regent Park from the inside

By LARRY SCANLAN

Peter - the bearded talent of Peter, Paul and Mary fame - recently wrote a song called "Give A Damn".

The title gives it away; it talks of people who care in a world of lethargy and indifference. Judging by the overflow crowds in the junior common room and the card games ever buzzing in the coffee shop, the song was a dismal failure. But not completely, perhaps. There may be a few 'give-a-damnners' left after all.

## 'LIKES WORKING WITH KIDS'

Like Dave Welch. Under the direction of Jim Steele, Chairman of the Neighbourhood Youth Corps in Regent Park (an Ontario Housing Corporation development built in 1959...or Cabagetown for those who don't read newspapers), Welch spends one night a week ensuring that four kids get the recreational outing they need. A former scout and a frosh at Glendon with aspirations in political science and sociology, he simply 'likes working with kids.' And this fact is soon realized by them, who cease to see him as charity or as a 'social worker with the city.'

Kids from Regent Park are a special breed says Dave. Parents take an obvious pride in dressing their children properly. The youngsters are a reliable lot, and on one week-end trip showed themselves boldly independent and more than willing to cook for themselves. They were however quite lost in the forest environment.

## POLICE TOUR

Last Wednesday, they were taken on a tour of the local police station (no humour intended). Their reaction was typical of any other of their age from any area in Toronto, (i.e. one of

reserved interest). The police were subtle enough to prevent the youngsters from seeing Regent Park and Trefann Court as crime-infested areas on the police zone-map.

The youth corps is only just beginning. The kids are starting to organize for themselves. They pay their own way Welch stressed, and any subsidization for future trips would be kept a secret with payment on a voluntary basis. The coming of summer brings with it the hope of a summer camp, involving fifteen students with a ratio of four kids to one student. The ratio is purposely limited to allow for fuller interaction between youth and student; therefore the need for volunteers is desperate.

Welch worked nights and weekends at Trefann Court this past summer, and continued right into the fall with Regent Park. Michel Charbonneau, another first year student, passes every Monday night heading a Study Encouragement Plan at Regent Park. That involves about ten students.

Another forty Glendon students operate under a 'big brother' type of system - this scheme under Glendon's Social Action programme. Yet still more volunteers are needed, especially day students who can spend more time with their porteges.

## STRESS PRIDE

Above anything else, the stress is on the pride of these people. They are struggling to help themselves; they need help in that, not charity.

Local newspapers added grease to the fire by their write-ups of Regent Park, depicting it as a cold degenerate slum with a face-lift. Large families and a shaky domestic shell in many cases do make for a potential disaster area. Youngsters on the verge of breakdown tend to drag others down with them to keep their misery company; thus the great danger of juvenile gangs. But a close community spirit is in evidence, remarked Welch, and people act positively, doing for themselves.

## The Struggle proceeds

This week PRO TEM has a different look, more pages and four physically exhausted editors due to our acquisition over the holidays of our own justowriters. This means we justify our own copy now (stick it in straight columns) and do our own paste-ups.

The machines, including a headliner machine yet to arrive, are being leased for seven years. The whole process is much cheaper now so if all goes as expected you can hope for twelve and perhaps sixteen page issues as a norm from now on.

This week is an exception because we were making the changeover last week and also the editor wanted to blow our minds all at once. To handle the increased work we will need more staffers and

a couple more people to work on press nights. Meanwhile, we're settling in for a long night around the office.

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11:30 a.m. to 1:00 a.m.  
Friday and Saturday  
11:30 a.m. to 3:00 a.m.



The baby brother campus has outdone Big Brother again.

Glendon's Dramatic Arts Programme has been the first to use the \$1,000,000

Television Centre at the main campus for a creative production. This is a fully-costumed, bilingual, fast-paced, black and white, half hour program about the

life and work of the French dramatic genius, Moliere. You can see 'Moliere' on Wednesday, January 22, in room 129 at 3:30 and 5:00 p.m. Admission is 25 cents.



# Reid sounds out faculty

By JOHN KING

Faculty members are expressing their views on Principal Escott Reid's refusal of the honorary chairmanship of 'The Year of the Barricade'.

In a faculty council meeting on December 12, 1968, Reid said the postal ballot would be "an opportunity for council to express its opinions" on his decision but that the power to take back the decision was "not a power which I can divest myself of".

Vianney Carriere, a student faculty councillor, wanted the ballot to be sent out to all the members of the college.

Bob Simmons, Eng., asked why a ballot should be sent out if it would not affect anything, and asked if there was a possibility that Reid might change his decision when the results came in.

Reid's reply was that "if 99 per cent of the council voted against the Year of the Barricade, I might think I took an unwise decision," and then said, "I have no intention of retreating from my letter of November 26."

Daved Clipsham, English, said that he thought "it would be more appropriate" for Reid "to get advice directly from the students."

Reid said he thought it would be inappropriate to do so. David Copp, a student faculty councillor asked "Will you explain this?" Reid said no.

The meeting was first attended by eight newly-elected faculty councillors, but they could not attend as voting members of the council because their names had not yet been recommended to the Senate.

A new standing committee on tenure and promotions was set up. After much debate it was decided that the meetings of the new committee should be held in camera.

This requires a change in the rules of procedure of the faculty council and its committees are to be held in public.

The committee will be an advisory committee to H.S. Harris, the academic Dean. Harris said that he would accept no advice from the committee if the meetings were not held in camera.

A faculty member was heard to remark afterwards,

# Liberal club urged to be responsible

By GORD THOMPSON

Senator Richard Stanbury, leader of the National Liberal Federation outlined some of the radical changes that have taken place in the nature of the party organization at a Liberal Club sponsored meeting in the J.-C.R. Monday night.

It began, he said, in the 50's, as a "list of friends in somebody's pocket." At that time people were paid five dollars for driving people to polling booths and the organization disappeared immediately after the election.

Not so now. During the Pearson administration the government became concerned with the democratization of the party, and party organizers ceased to receive remuneration for their services. The membership of the party organization has increased enormously during the last four years, to a point where records show that five hundred thousand people assisted in the Liberal campaign.

"I think there's too much bloody secrecy about this whole thing."

The next faculty council meeting will be held today in the Board-Senate Chamber (C Wing) between 1 pm and 3 pm. Meetings are open.

The eight student faculty councillors elected in the December election will be formally admitted to the faculty council.

A direct reflection of the number of party organizational members is the fact that the number of voting members in the national leadership convention has more than doubled between general elections. Presently, a committee is being organized to study party structures, and the role that can be played by the party organization as a vehicle of democracy, and a link between the people and the government.

"Students," Stanbury said, "are right where the action is." The University Liberal Club, he felt, should "pick up the ball for democracy as against anarchy," because the university club was as basic to the operation of the party as anything could be. Unfortunately, the clubs were just as bad in their working in their constituencies as the party had been in the riding organizations.

Clubs such as the one at Glendon should be presenting debates on such topics as Canada's position as a world power, or Canada's development as a social welfare state, or other topics pertinent to current affairs.

He felt that the best role of student groups is that of conducting debates, and broadening public debate of issues. The government is now prepared to furnish background material on practically any topic with a month's notice for the benefit of interested parties.

The other purpose of a University club is "somehow breaking the alienation gap between students and government." Political clubs can set petitions and grievances before a minister more effectively than representations from unrecognized groups or individuals.

# Senate stamps

The abolition of compulsory English at Glendon College next year was approved by the Senate Academic Policy and Planning Committee at its December meeting.

The recommendation by the Glendon faculty council still has to be approved by the Senate. But Robert Bedard, Glendon faculty council s-Glendon's student senator, said that "it will almost definitely be passed through the Senate now."

The Senate has approved the eight new student faculty councillors.

The End →  
- 30 -

# Birth control begun

This week every Glendon student will receive a letter on sex education, birth control information and locations of prophylactics on campus.

The letter was sent by the

# Car rallye on

This year's car rallye will be held on the weekend of February 8, 1969.

Tentative plans call for a route of about 70 miles in length, with four or five checkpoints. A nominal sum will be charged for entrance, and the prize money will be taken from the entry fees collected. Any profits will be turned over either to R & W, or to Cultural Affairs, depending on which sponsors the event.

Challenges will be issued to such nondescript places as the U. of T., the other campus, Waterloo, Brock, Queen's, and perhaps Guelph.

To organize this, however, we will need help. About 40 persons are required to help plan, map, drive out, and marshal on the day of the big event. Anyone is welcome to help. Sign the list under the Rallye poster, or contact Peter Robertson, D 209.

student council's ad hoc committee on birth control.

In December, the Dean of Students' Advisory Committee on Medical and Counselling Services decided to provide this service but because it is technically illegal, Senior Administrator V.L. Berg was not in favour of such information coming through the administration. Instead, he suggested the students on the committee use their own initiative and contact the student council for help.

The letter provides a list where prophylactics can be purchased in both residences for emergency situations.

It also lists places where birth control information can be obtained along with the names of doctors who are willing to provide birth control devices.

Ron Buston, chairman of committee said: "Preventive medicine is the best medicine."

Peterborough Buses to help strikers TONITE - 8 P.M. from 91 St. George

# Glendon Dialogue

Who would you like to see as the next president of Glendon's student council? Why?

by ANDY MICHALSKI



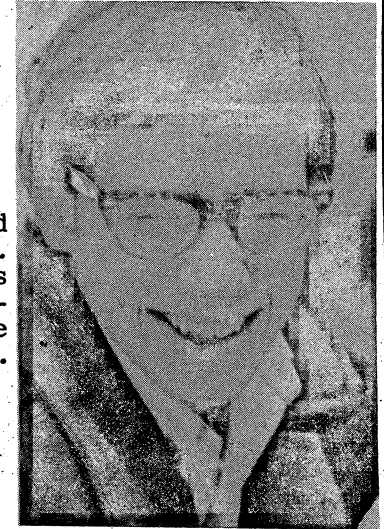
Peter van Huizen Gill:

I'd like to see Jim Park. He's done a good job this year.



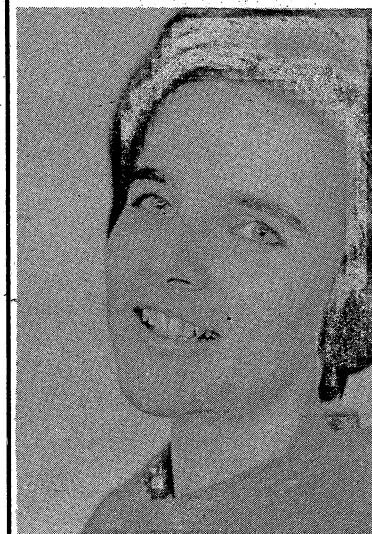
Sandy Ratcliff GIV:

No one in particular. I haven't ever thought about it.



Paul Darby Gt:

Jim Park ... great mind ... never gets side-tracked... lots of experience... knows the college well... progressive... has ability to sense the direction of the college.



Veronica Miko G1:

I don't know many people ... except for those in first year... I really couldn't say ... I don't think it should be anyone from first year... I think Jim Park is really ... he's actually quite brilliant.



Karen Taylor G1:

I don't know... I really don't ... Dave Cole... What year is he in?

# People first

Student council has once again started its annual game of 'let's revise the constitution of the student union'. In the past, the changes have been rather unimportant and irrelevant to the students at large. However, it is a little different this time.

The changes proposed are sweeping structural ones. It would mean the abolition of the executive, the abolition of year reps, cultural affairs and Red and White chairmen to be replaced by a nine man group, seven to be elected in the February elections and the other two to be elected from the freshman class in September.

The authority breakdown would not be complete, however, as there would be a presidential type of Chairman elected in February.

This latest council action, though not scheduled to be approved until the next meeting on Monday, January 20, is alarming for three reasons.

First, council members contacted have stated that it is highly unlikely that the changes will be brought before the student body for approval through referendum.

Second, the changes, although great in the nominal sense, are largely unnecessary. The rationale which has been suggested is essentially that the new organization will streamline council and make it function more effectively.

Not so. This new organization will function in almost the same manner as the one it will replace. Following the election the group will probably decide upon the same division of labour as presently exists. Someone will take on the duties of CUS and OUS chairman; another will handle the bureaucracy - essentially the vice-president's job.

In summary, the changes will not change anything.

Third, to our mind, it seems that these constitutional changes were not at all thought out. They seem to have appeared suddenly, almost as a last attempt by this rather lethargic and elitist council to go out in some blaze of glory.

Worse still, despite two long formal struggle sessions, the council members who support the changes (all but two) have failed to come up with any convincing and logical rationale for the changes.

The present council seems to have missed a very basic concept of effective group leadership. If the group is going to be effective it will be because of the people in it, how and where they set their priorities, and they realise their programmes.

Frankly, the paper organization does not really matter a drat, EXCEPT when it restricts the people from acting in a certain area of legitimate student interest. This is what has happened with these proposed constitutional changes.

The 'whereas' clause at the beginning of the sheet of proposed amendments, effectively hands over real control of democratization of formal college academics to the 12 student members of faculty council.

This is a foolish move for the reason that the student faculty councillors are not geared or equipped financially to act as a bloc supporting solely student interests in the faculty council. Perhaps they should be, but the proposed changes have made no provisions for that sort of action.

From this reasoning we conclude that the proposed changes, because they are hasty, as well as unwarranted, should be shelved. If not this then the student body, as an elective group, must have the right to either reject or support these changes.

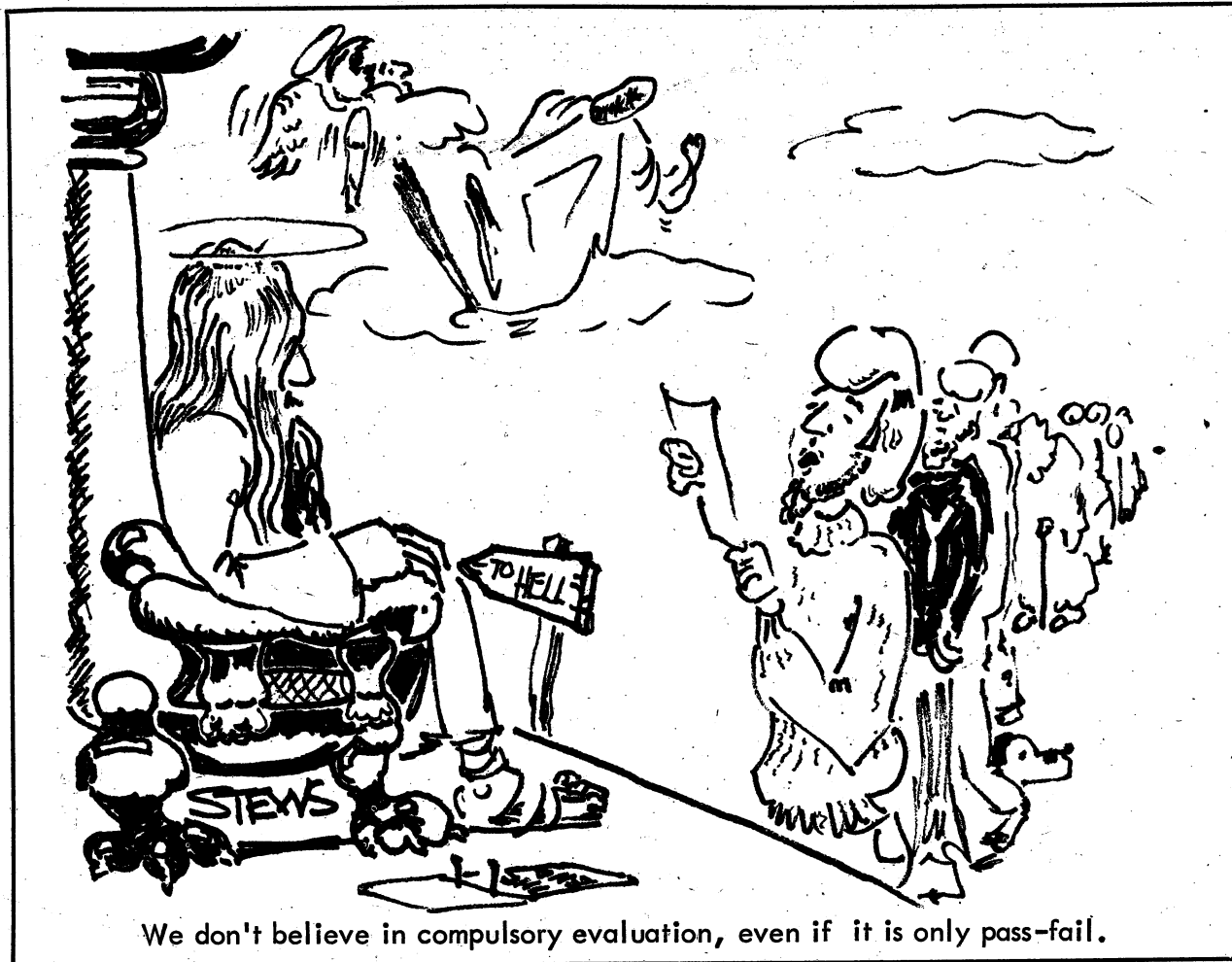
PRO TEM would also suggest to the present council that rather than trying to make some 'Johnsonesque' mark on the pages of Glendon history through the arbitrary constitutional changes it could better spend its time in a concerted effort to recruit capable people to run in the upcoming February elections.

## PRO TEM

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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 opinions 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.



# The councillor as catalyst

The task of the 12 student faculty councillors must not be to achieve piecemeal academic reforms, important and beneficial though they may be. Their main goal must be the raising of the consciousness of students about the means by which their university lives are run.

The really basic changes, like the formation of new systems of academic government and the implementation of non-coercive instructional procedures, will have to come from the involvement of the mass of students and faculty, not only to achieve this but also to make it work when once achieved.

What is needed then, is for people to confront on small, localized issues which can throw out information on the present state of things and can act as catalysts of even greater change. At the same time the students should be developing a social and educational philosophy from which to project schemes for the new systems.

# Try again

The flurry of indignant nationalism produced by last Thursday's uncomplimentary Excalibur review of the newly-published 1969-70 Glendon College calendar was unfounded.

Take a closer look at that bright new booklet and you will soon find out why. The cover is attractive, most of the photos have impact, and the layout is pretty easy to follow.

The major, and perhaps fatal, flaw lies in the acute absence of French throughout the huge section which deals with the descriptions of the various courses offered at Glendon.

There is one tokenistic and rather ironic exception - the subsection dealing with the courses in the French department.

There are exceptions, of course, but unfortunately they reflect somewhat shortsighted judgement on the part of the calendar editor, Academic Dean H.S. Harris.

We are referring specifically to the rather lengthy dissertations by both Harris and Principal Escott Reid on the nature of Glendon College and its curriculum.

The expense incurred in the bilingual production of these interesting, though hardly essential essays could have been applied to the cost of producing bilingual course descriptions.

Were the purpose of the calendar to attract mainly native English-speaking students, there would be no problem. Unfortunately, this is not the case.

The driving purpose behind Glendon recruiting this past year has been to attract native French-speaking students. This was evident in the Glendon College brochure released last November. Almost completely bilingual, it received favourable reviews from French language publications and appeared to promise bigger and better things with the calendar.

The lack of bilingual course descriptions has frustrated that important purpose, at least for this coming academic year.

With this in mind, PRO TEM would suggest to the Glendon publicity committee that they exercise shrewder judgement regarding the bilingual content of the next Glendon calendar.

There are a few things along this line which can be done within faculty council this term. Perhaps the most important is for the council to demand that the university budget be made public. Students and faculty have a right to know about the system of financing and allocation of money in all areas of the university. If the budget were made public the secretive administrative manipulation of funds that is going on at present would be placed before public scrutiny.

Another 'non-academic' affair is the selection of the chairmen of departments, which is presently done by presidential appointment. If a motion was put forward in faculty council to the effect that all departmental chairmen be elected by the department's staff and student representatives it would probably immediately be voted down, but there would be an interesting flurry of debate before this happened.

This penetrates right to the core of the whole system of academic administrative appointments and, if exposed properly, would show how the university runs almost exactly like a corporation does, thus demonstrating the reality of the 'knowledge factory'.

Third year student David Copp has an amendment to the set-up of the general education courses to be discussed at the meeting today in the Board Senate Room, which is important both in itself and in its implications. Copp wants general education courses to be made available in any year the student wishes.

This would really disrupt the present philosophy of general education at York which says that a student should be introduced to the university through an easy, general, non-disciplinary course, this being supposedly the proper way for anyone to learn anything.

It is only a short step between the implication of Copp's motion and the abolition of compulsory general education itself. So if the council passes the motion, we can look forward to the early break-up of this form of restriction which, in turn, might spread to other areas.

And it is necessary that this be broken up because for great change to occur, people must break out of the mystique which disguises the imposition of an alien set of standards on an individual as being, from the wise professor's God-like point of view intrinsically beneficial to that person's intellect.

The existing system of honours awards, the most odious symbol of a system which gears itself to the production of canned people rather than the free development of emotionally stable individuals, should be scrapped entirely.

Within the academic state of mind, rewards are superfluous to any true intellectual activity that's going on. This is another pillar of the great mystique, the great lie that must be broken down for people to free themselves for the big reforms.

Meanwhile, back in the society, there's a world of people outside, most of whom would consider their problems solved if they were at Glendon College. If, in the process of all the foregoing, we forget the intimate relations the foregoing, we forget the intimate relation of academic reform to the outside world, then the whole gambit is irrelevant.



## Vous avez la parole

### THE RADICAL FAILURE

Dear Sir:

I was intrigued by your statement in last week's editorial that "The radicals will have to fight each issue specifically as it comes up". This seems to me a good definition of liberalism and is quite contrary to the radicalism that revamps whole systems in order to eliminate the many injustices which are the inevitable by-products of this system. If so then it is just another indication that the epitaph can be written for true radicalism at Glendon.

The reasons for this decline can be drawn from your statement that the "student council has died" because of its alleged failure to follow up on Liberation Week. Assuming that the PROTEM editorial board serves as a spokesman for the radicals I would say that radicals have forgotten all about last summer.

They have forgotten about 'Council weekends' and the vigorous discussions that took place. They have forgotten that in August, when ideas began to mold, the ideas were radical because the radicals had been present and they had been persuasive. I can think of only four council members who participated to any real extent in those discussions and only two who felt any deep commitment to the results. The name of the game is political influence, and when classes started up in September the radicals had all of it. Their problem was that they didn't know it. So

everything was left to council and it was a burden that council was not designed to carry.

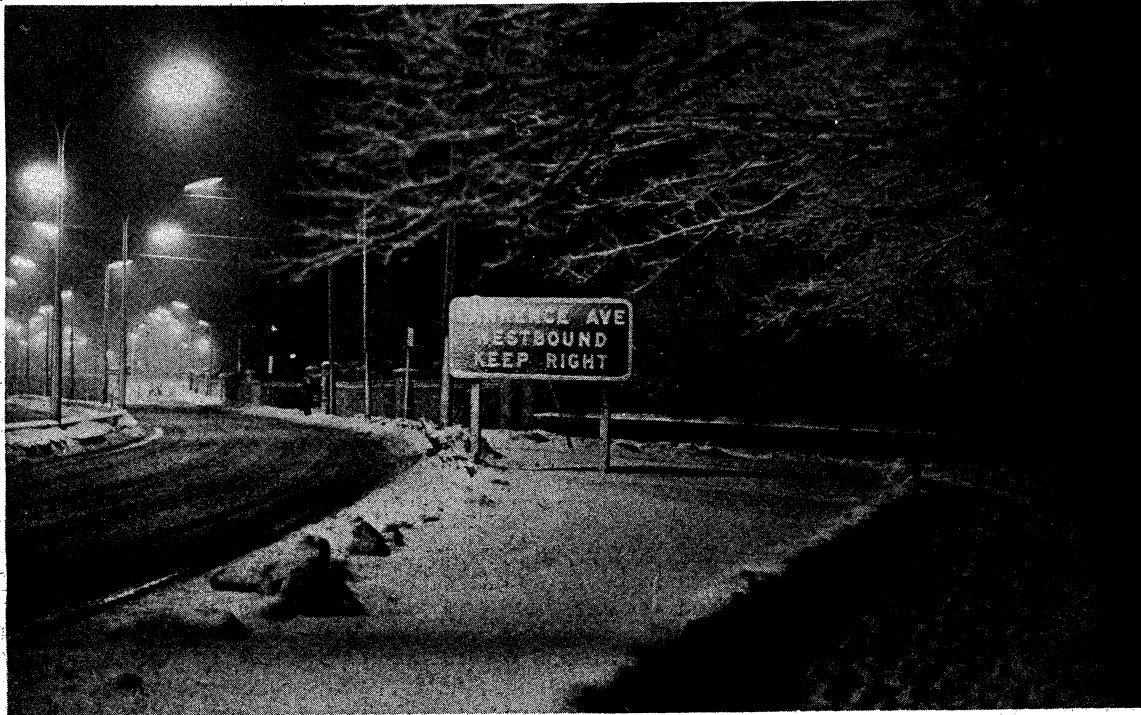
It must be realised that the Glendon College Student Council is and can be nothing other than the student administrative unit in the governing structural complex of Glendon College. Only the most extreme forms of active student support can rouse it from its bureaucratic duties to agitate on the scale that the radicals seem to envisage.

What the council did do however, was to set up Community Group Studies to work toward concrete proposals that could be brought for referendum in January.

It was an opportunity once again for the radicals to follow through their earlier impact and to bring about real fundamental change at Glendon. But they failed to show up and failed to provide the leadership at this crucial moment.

What I am saying then is that when the so-called radicals of Glendon College cry the blues about nothing being done about 'A University is for People', they have only themselves to blame. They have had the ball, they fumbled it, and on February 6 they deserve to lose it.

Dave Phillips,  
Communications Officer,  
Glendon Student Council.



"...and feathered canyons everywhere..."

## What could happen

# 1

Once upon a time, in the wilds of Toronto, there was a young radical college. Students with many interests went there: those dedicated to democratization of the university, those dedicated to becoming lawyers, those dedicated to winning sports, and even a few dedicated to pursuing academics.

The students had their own little council, composed of about seven men and an elected Treasurer, who was supposed to grease the right palms. Each of the other members was elected to no particular post.

The college, it must be admitted, was in a sad state: students were apathetic, there were only 12 students on faculty council, parity, unfortunately, was not a reality, and the council members were drifting on aimlessly, fighting amongst themselves as to who should have to be responsible for communications, policy, CUS and keeping the fridge stocked.

Finally, out of the clear blue of the western sky (he lived on the other side of Yonge) there emerged from the council a hero, a man who took over the unstructured council with an iron hand, and who thus led the college ahead. His real name, my friends, cannot be divulged; suffice to call him, simply, Sky Jones.

Sky saw the council as a sort of corporate elite, that was subjected to being elected each year to be left on its own to rule as it saw fit. He saw that most students were apathetic, and so decided to ignore them; the others who came to meetings were not really relevant or to be taken seriously, since they had no vote.

Realizing that group pressure can be very effective, Sky was able to convince the members (with little difficulty) of the verities of his policies: parity, democracy and equality within the college structure. Being a forceful personality, he would discuss his proposed legislation with the members before

each meeting, to convince them of its validity and correctness. The inevitable one or two that agreed with him in general but who would often disagree with his physical legislation, were simply outvoted.

Sky, needless to say, found this an excellent procedure. He was in the enviable position of not having to justify anything, his policies or his legislation, before the college; thus he was spared the necessity of thinking out rational arguments and of compromising or conceding any of his ideas.

Sky realized, in effect, that he had a Cabinet without the House of Commons; a Board of Student Governors.

So, bureaucratically, the college had a most efficient executive (since there were no representatives to cause trouble) that led the college toward Sky's admirable ends.

And parity, democracy and equality within the college structure occurred; the ends justify the means.

# 2

Once upon a time, in the wilds of Toronto, there was a young radical college. Students with many interests went there: those dedicated to democratization of the university, those dedicated to becoming lawyers, those dedicated to winning sports, and even a few dedicated to pursuing academics.

The students had their own council, composed of about 12 representatives and a three man executive: a President, a Vice-President and a Treasurer. Each member was elected once a year.

The college, once again, was in a bad state: students were apathetic, there were only 12 students on faculty council, parity, unfortunately, was not a reality. While the work was divided up well, the President found that he was hampered by petty bureaucratic work.

Finally, out of the clear shelves of the Glendon library there emerged in the person of the Vice-President, a man of ded-

ication, of spirit, and of efficiency. Devoted like the President, to the ideals of parity, democracy and equality within the college structure, he was able to find the time to invigorate the executive, and to draft much legislation towards these ends. His real name, I regret, cannot be revealed; suffice to call him Earth Smith.

As an executive, he and the President were able to put forth this legislation to the representatives on council, in the hopes that they would constructively criticise and voice their own views. It turned out, not surprisingly, that nearly all members agreed with Earth's general principles, and merely disagreed on how to carry them out. The result was many long hours at the table, where different opinions were heard; unlike the council of the previous year, some members were able to think on their own.

The principles, therefore, of representation and parity by individual votes on the student/faculty level were slowly worked out by the executive. They, unafraid of criticism, were forced to justify their opinions and methods to the 12 representatives, who were encouraged to maintain contacts with the students at large; that is, not to become alienated from them by forming a council socialized group.

Thus, an effective dialogue was maintained as students, feeling that they were a part of the change going on around them, were able (a) to talk to the representatives who were seen not as a part of a corporate elite but as informed watchdogs and (b) to read over and comment with thoughtful, reasoned theories and policies.

In the long run, it became apparent that nearly all the students were in complete agreement with the general policies, and only differed on details, which, by rational discussion, were usually able to be compromised by all the parties concerned.

And so parity, democracy and equality within the college structure occurred; surely the ends cannot justify the means.

Dear Sir:

As a (relatively) unbiased observer of this election, I must protest the printing of your article in which you forecast the results of elections for faculty council. However pure your intentions were, (and I do not doubt the integrity of your statement to the effect that you were not drawing up a slate), you have, in effect, committed yourself to the support of the candidates mentioned above. This, in an election of this nature, is grossly unfair. Although you did allow each candidate equal space in your publication -- the democratic thing to do -- you have advised the student body to support those candidates which you have listed on page two. Surely this must have been transparently obvious to you! In a society such as that of the Glendon College Student Union, this is the one sort of th-

ing that the newspaper should not do! Or at least, if you are going to endorse someone, give some logical reason for doing so. I would advise any defeated candidate who feels strongly enough about this sort of thing to attempt to call a controverted election on the basis of your irresponsible action.

Peter Robertson, G II.

### BIAS

Dear Sir:

Your last issue of PRO TEM was a shocking example of bias. The interviews you reported upon were not uniform in their coverage of individual platforms, in fact several placed more emphasis on past accomplishments of the candidates than concrete proposals put forward by them for the future of faculty council.

The list of PRO TEM staffers 'preferred' candidates was untimely and, in my opinion, a blatant attempt to prejudice the minds of your readers. You, who so vehemently criticize the nature of bureaucracy, are aptly described by Weber in his discussion of that very topic.

"Bureaucracy inevitably accompanies mass democracy" and "under the conditions of mass democracy public opinion is communal conduct born of irrational sentiments: Normally it is staged or directed by party leaders and the press."

(From: Gerth and Mills, 'From Max Weber'.)

You have shown your true colour. May I suggest that in future you print the policy statements themselves and eliminate the chance of idiot reporters creating false impressions.

Frannie Stone, G III.

By TOBY FYFE

photo by MICHAELSKI

# KOREA VIETNAM KOREA?

## *The forgotten war.*

by Mark Starowicz

from The McGill Daily

**K**OREA was the first Vietnam. But the 1950's was a time of silence. Steeped in the mentality of the Cold War, and caught in the peak of the McCarthy purges, there was no generation of protest, there were no Washington marches, no Spring Mobilizations, no Chicagos.

But the cynical aggression of the United States, in the guise of United Nations forces was there. The American backing of a corrupt and repressive southern regime was there, in the person of Syngman Rhee instead of Ngo Dinh Diem. The saturation bombing of the north was there, and the policy of attrition. The credibility gap was there too, but the reaction of the American reader, caught in the paranoia of a war against World Communism, was negligible.

The Canadians were there, defending a repressive regime against a democratic one. But no one remembers. It does not belong to this generation; the Korean War is as close to us as the War of 1812. It is a matter for the history books.

Korea might be the next Vietnam.

Brigadier General Gavin, in his recently-published memoirs, reveals that American Far Eastern war aims in 1954, after the signing of the Geneva Convention, were

**"Three Arrows"... provides for the use of nuclear weapons against Korea and China, combined with landing operations.**

the invasion of China through North Vietnam.

The bogging Down of American troops in Vietnam brings to collapse any policy of reaching China through Southeast Asia. The United States, after withdrawing from Vietnam, would retire to the Philippines, Okinawa, perhaps Indonesia as well.

The only other front it maintains with communism is the Korean Military Demarcation Line.

The direction of American policy in Asia is unquestionably one of the chief priorities President-elect Nixon is considering now. Though it is difficult to determine if the United States will retain the war aims of 1954, and re-open the Korean front, it is possible to trace the development of American military activity from the mid-sixties till the incident over the capture of the spy-ship Pueblo off Korean waters last year. That chronology does not suggest a policy of pulling-back.

In the summer of 1965, there was considerable scandal in the Japanese Diet when Communist and Socialist deputies pried out of Premier Eisaku Sato the fact two plans, under the code names "Three Arrows" and "Flying Dragon, a much more detailed version, a year later. A third variant, "Running Bull", was worked out in 1965.

"Three Arrows" foresees the outbreak of war between North and South Korea on July 19, 196\_. The last figure is left blank. It was drawn-up by some 70 officers of the Joint Chiefs of Staff of the Japanese "Self-Defense Forces", aided by American senior staff officers of colonel rank.

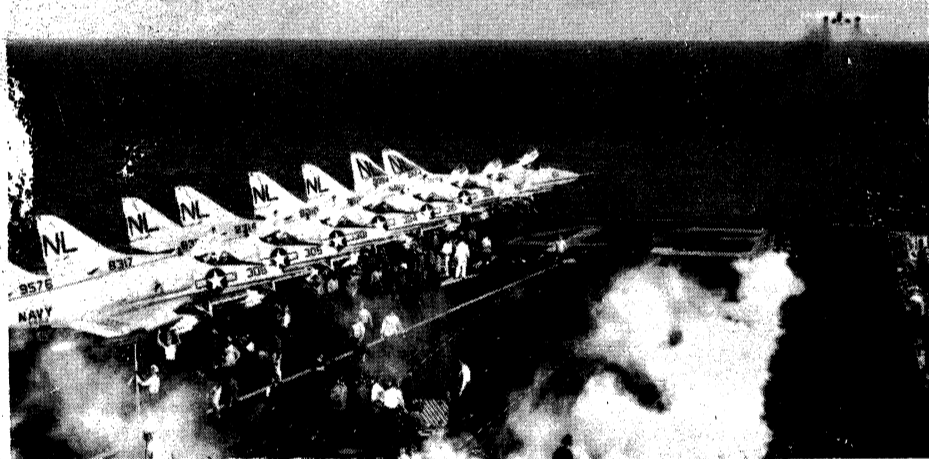
On the basis of these plans, a number of laws, such as "conscription and requisition", "universal national mobilization" and others to complete the militarization of Japanese life, have already been drafted and could be promulgated overnight. These laws are sufficient to crush

any elements of Japanese democracy still existing on July 19, 196\_.

Kiomintang troops would be under U.S. command from the operational and logistics base at Okinawa, where the U.S. 5th Air Force has its headquarters.

"Three Arrows", the mother of all the other plans, is spelled out in 1,419 pages. The overall drafting work was supervised then by the then U.S. Undersecretary of Defense, Roswell Gilpatrick. It provides for the use of nuclear weapons against Korea and China, combined with landing operations.

The "Flying Dragon" operation, details of which were revealed in the Diet "defense" plan. It provides for detailed military measures 30 days before war actually breaks out. During this period, the Japanese "air self-defense force" and U.S. bases in Japan go over to a round-the-clock state of alert. In the first ten days the armed forces communications services switch to a new code.



In the second stage, which lays the groundwork for "defensive-offensive" (or "preemptive" in the jargon of American military semantics) operations against North Korea and China, the U.S. 5th Air Force and the Japanese Air Force are placed under the U.S. Air Command for the whole Pacific area to facilitate joint operations.

Some Japanese forces would be moved to Okinawa, according to the "Flying Dragon" variant, and placed under a US - Japanese joint command. As preparations for the next phase, American forces would move from Hawaii to Okinawa and northern Kyushu, the closest Japanese territory to Korea. In the next stage the U.S. Navy would provide air and sea transport for U.S. and Japanese forces in an invasion of North Korea and China, hopefully under the cover of a U.N. resolution as before.

Provision is made for the use of nuclear weapons against Korea and China. Implicit in all this is that July 19, 196\_ must be preceded by provocations of such a nature that North Korea will be forced to take counter-measures sufficient to be branded as "aggressor."

The naval maneuvers staged off the North Korean coast in May 1967 could be considered "Three Arrows" rehearsals for July 19, 196\_, as could the whole series of landing and mountain warfare exercises by U.S.-ROK (Republic of Korea) troops, staged in increasing frequency since President Johnson's visit.

Part of the naval exercises were practice blockades of the North Korean coastal area; also simulated were air and sea trans-

port exercises under enemy fire and anti-submarine maneuvers as detailed in the code plans.

These were no war games between imaginary full-dress rehearsals for plans detailed in sand-pit models of the beach-heads to be secured, and lists of industrial and urban targets marked for priority des-

**"We know that it is highly probable all this will be destroyed again... To us, it will be no surprise when the American bombers fly over our land again."**

truction. Knowledge of such plans were implicit in Premier Kim's certitude that North Korean towns, industries and villages were to be destroyed again.

The drawing up of military plans has been very carefully integrated with creating the political and diplomatic framework

within which military preparations could be completed.

There were some formidable obstacles to be overcome: the Japanese Constitution imposed severe restrictions on a resurgence of Japanese militarism; the United States had difficulty getting Japanese armed forces entirely under its control; the Korean people, North and South, felt traditional hostility toward the temporary

**These were no war games between imaginary "red" and "blue" forces; they were full-dress rehearsals.**

dividing line, and toward Japanese militarism, colonialism or any Japanese penetration of the Korean mainland again. U.S. State Department experts and extremist right-wing circles in Japan and South Korea have worked to remove these obstacles. To a great extent they have succeeded, at least on the formal, diplomatic front.

Japanese and South Korean public opinion fiercely resisted policies aimed at putting the militarists back in power in Japan, perpetuating U.S. control over and occupation of Japan, and bringing the Japanese monopolies back into Korea under any pretext. The surrender documents signed in August 1945 stipulated the complete disarming of Japan and the destruction of the mighty militarist, financial oligarchies known as the zaibatsu.

The United States took advantage of the Korean War to push through a separate peace treaty with Japan in 1951, behind the

backs of the Soviet Union and China, both of which had suffered much from Japanese militarism and greatly contributed to its defeat.

The first step toward the restoration of Japanese military power was taken in 1952, when a coastal defense corps under a central "Defense Agency" was set up. By 1954, the "Defense Agency" was reinforced by a U.S.-Japan Joint Staff Council, the result of another unilateral U.S.-Japan agreement on "mutual defense and aid."

The "defense corps" became "self-defense forces" with full-fledged ground, air and naval units. Within another two years, there was a "National Defense Council."

And so, modest step by modest step, the old monopolies began to raise their heads, first as suppliers to U.S. forces during the Korean War to the tune of some 2.5 billion dollars, then as suppliers to the steadily increasing Japanese armed forces. Later, came the war in Vietnam, providing still another opportunity for the zaibatsu.

By 1966, Japan had a "self-defense" army of 270,000 with such a high proportion of officers and non-coms that it could be expanded to millions the moment the laws on conscription and mobilization of resources, drafted under the "Three Arrows" plan, were promulgated.

Japan now also has an Air Force with over 1,400 planes, a Navy with a tonnage of 150,000 including 50 escort vessels and 10 submarines, and the world's fastest shipbuilding capacity, all presumably for "self-defense."

Despite a most energetic struggle waged by the Japanese people and opposition parties in the Japanese Diet, a U.S.-Japan "Security" treaty was pushed through in 1960 which in effect put the Japanese armed forces at the disposal of the United States.

Although the 1960 "Security" Treaty removed almost the last barriers to unlimited expansion of Japan's war-making ability there was still one hindrance under which the Sato government and its senior partner in Washington chafed. That was the anti-war clauses of the Constitution drafted in the immediate post-war years under American guidance when memories were still fresh of the military humiliation of Pearl Harbor.

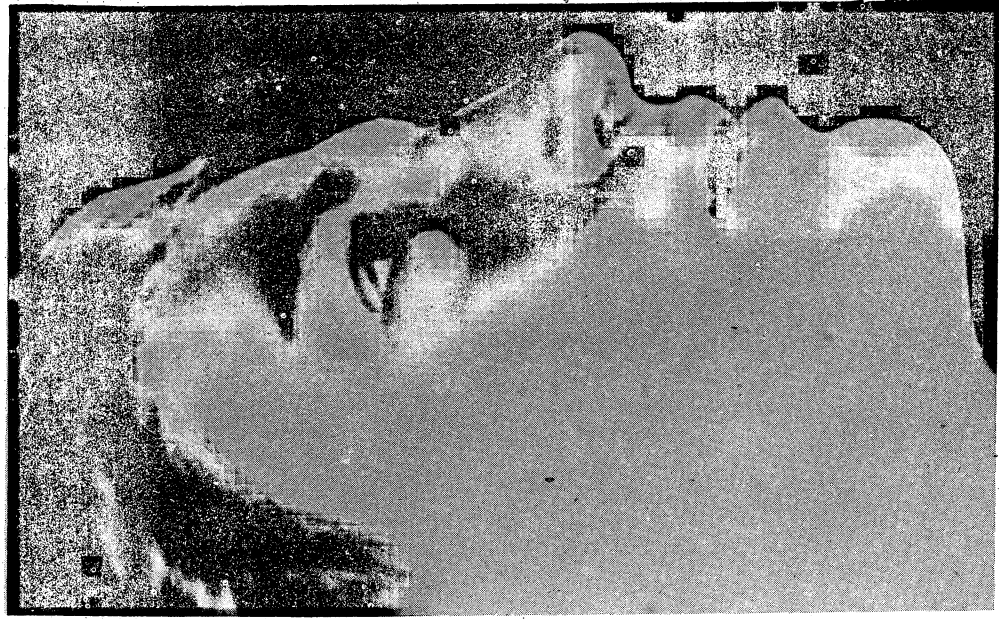
By May 1967 Prince Minister Sato, at United States urging, was working hard to revise the Japanese Constitution in order to introduce conscription, give Japan the right to own and develop nuclear weapons, and legalize the dispatch of Japanese troops overseas.

Japanese voters have persistently denied Sato's ruling party the two-thirds majority necessary to change the Constitution. But there is little doubt that constitutional scruples would be scrapped if the sort of situation envisaged under "Three Arrows" could be brought about.

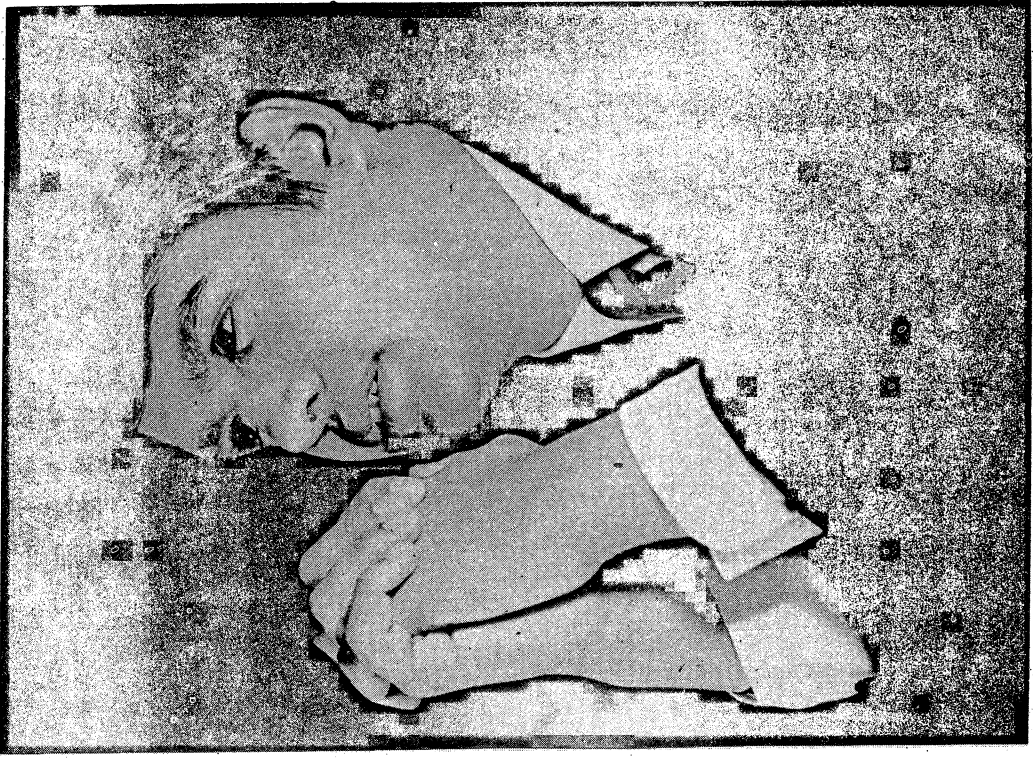
As for the legality of Japan getting back into Korea, this was settled by the South Korea-Japan Treaty signed in Tokyo on June 22, 1965. That it had taken 14 years to push this treaty through is a measure of the opposition by the Korean people.

In an interview Burchett had with North Korean Premier Kim II Sung, the Premier spoke of the great reconstruction that had taken place in Korea since 1953, but added "We know that it is highly probable all this will be destroyed again. The incidents at the Demarcation Line mount. The militancy of the Seoul régime grows. To us, it will be no surprise when the American bombers fly over our land again."

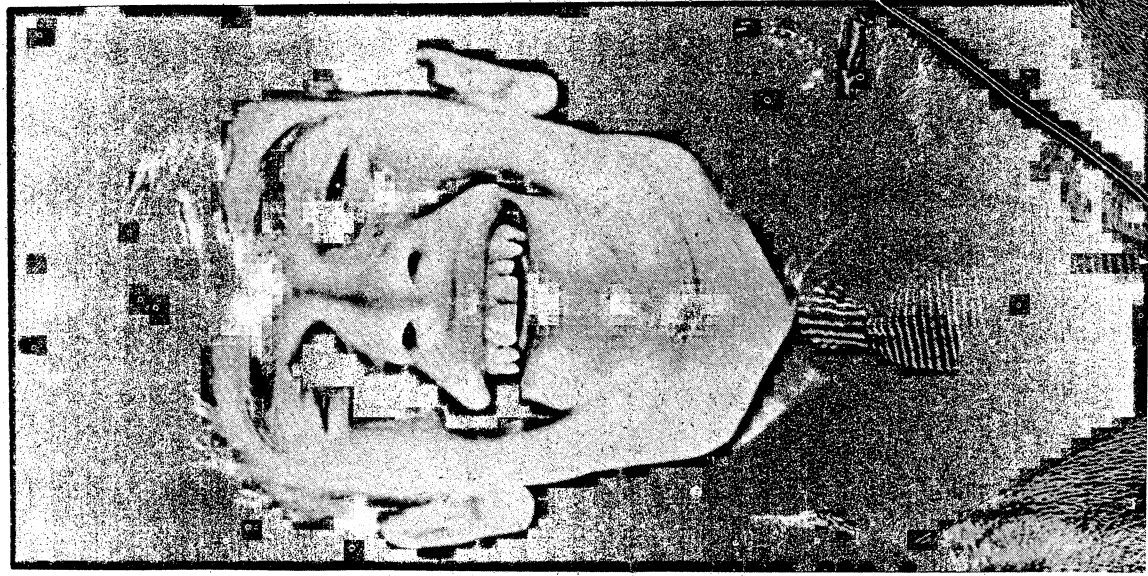




photos by  
Michalski



**Les  
bourgeois  
gentilhommes**





## Flight of the prophet

By VIANNEY CARRIERE

The peculiar talent I have for complicating the very simplest procedure would provide me with ample qualifications for any number of careers. I could become one of those harmless but lovable old ambassadors that are the toast of all their colleagues because they are universally recognised as bungling idiots. Or, not aiming quite so high, I could certainly become a porter in the woman's residence who might seriously believe that the young man who went down to the pit four hours ago had some degree of difficulty in appreciating the operational complexities of the cigarette machine.

But wherever the gods take me, the fact remains that I have always had this gift, and probably always will. It blossoms when someone tries to do me a favour, especially an impersonal someone: take Air Canada and The Student Fare. Students you see can now travel on Air Canada planes at half fare. But they lose the right to make reservations.

My holiday in Iroquois Falls was very pleasant. But of course the time came to leave. As I pondered the means whereby I would return to Toronto, I could look back over all the things that had happened in the last three weeks. Despite my trip north in October, my beard had still shocked some. An aunt called me the 'neatest hippie she had ever seen,' and her husband had thought that I looked like a prophet.

My departure wasn't too complicated at first. I would go to Timmins, where I have to take my plane, and surely one of the three flights leaving daily would be able to accommodate me. This illusory plan lasted a few hours. Then it dawned on me that my parents would not be able to drive me to Timmins since they would both be working.

The plot thickened. I would then forego my right as a student and make a reservation on the 11:50 flight. I would take the train coming into Iroquois Falls from Toronto and go on to Timmins. The arrival time was 9:00 plenty of time to eat a good breakfast and make my way to the airport, which is about 10 miles out of town. Done.

I made my reservation, and the departure date arrived. I was up at 6:00 A.M. and ready to go, only it had snowed a great deal the night before and as I am well acquainted with the C.N.R. train I had to take, I realised that the storm had probably delayed it. So I phoned the station. It was two hours late. This meant that I would get to Timmins at 11:00 a.m., still in time to make the plane. I worked on that for a while. It was two hours late now, but by the time it reached Iroquois Falls it might well have lost another hour. A bit more thought convinced me that the thing to do was wait for the train, but cancel the plane reservation and make another for the 7:10 evening flight. Done.

I went to the station to wait. I shared the waiting room with a mini-skirted mother of four, and a station master who although I am not certain, gave all the indications of being asleep at his headphones. The train was promptly two hours late. On the train, I paid scant attention to the old man and his son sitting beside me and debating the merits of 'the bearded face'.

It now occurred to me that I would be in Timmins at 11:00, right in time to make the plane I no longer had reservations on. The thought of spending the whole day in Timmins, on the day that all stores are closed did not appeal to me. I might just have the time, if we came in no later than, say, 11:15, to dash to the Air Canada office, pick up my ticket, and then rush out to the airport by taxi. Done. But then, the reservation I had was for the evening. Well, they had changed it once, they could do it again.

The Air Canada official was not amused when he saw me. But he sold me a ticket, and I was fortunate enough to draw a taxi driver who was maniacal enough to drive at seventy miles per hour over an icy winding road if a guy had to make a plane.

So there I was, sixteen thousand feet in the air, watching the cloud layer snow down on the north-land, sipping a double scotch on the rocks, and beginning to feel tired. But I congratulated myself on having made my trip just complicated enough to be interesting.

announcing

the 8th annual glendon formal

'le chat noir'

with

david black and his orchestra

28 february, 1969,

at the park plaza hotel

\$400,000 in letters

## AUCC like 'baked beans'

By KEVIN PETERSON

Canadian University Press

OTTAWA (CUP)--Take 59 university presidents who want a national organization to "speak for Canadian universities". Add \$1.75 for each Canadian university student...

With that, rent two floors of office space, buy the services of scores of academics and secretaries, hold an annual general meeting, write a lot of letters, and sponsor a bunch of studies about higher education.

The result is called the Association of Universities and Colleges of Canada, the academic equivalent of serving baked beans in a fondue pot. The trappings are pleasant, the rhetoric sounds convincing; but investigation shows the fare to be plain and conducive to bureaucratic belches.

First, the rhetoric. Geoffrey Andrew, AUCC executive director, explains how the association came to exist and develop: "Any society strung along 5,000 miles of geography, divided into 10 political divisions and five regions, with two major languages, has a basic problem of communication.

"There is no national press, and national television and radio have little time for matters concerning higher education. As a consequence, universities and colleges tend to become isolated from the mainstream of thought and change.

"The universities came together to exchange information and views as Canadian universities with different problems from universities of other countries.

"After about 40 years of exchanging views they decided they needed a secretariat to study these problems and to make representations to government based on studies and not opinion."

But the contents of the rhetorical fondue pot are pretty stale. Membership in AUCC is open to any institution with degree-granting powers and over 200 students. Of 61 Canadian institutions eligible for membership, only two, College Ste. Anne in New Brunswick and Christ the King seminary in British Columbia, aren't members. The \$1.75 per student levy provides AUCC with an annual operating budget of over \$400,000.

### HANDLES CZECH REFUGEES

What is the money used for? It supports five divisions of AUCC staff, each with its own responsibilities:

-The domestic programs division engages mainly in membership matters, examining the credentials of new institutions applying for membership and so on. The division also convenes meetings of various associations, such as The Association of Canadian Medical Colleges, which are affiliated with AUCC. The domestic programs division is also responsible for such things as the placing of Czechoslovakian refugees in Canadian universities.

-The international programs division handles liaison with groups such as Canadian University Students Overseas and UNESCO. It examines, for example, how Canada can be most effective in aiding foreign students and universities. The association staff keeps in touch with foreign students who want to come to Canada or are in Canada. The staff also is responsible for Canadian representation at international conferences on various aspects of higher education.

-The awards division handles scholarships and fellowships established by industry and governments and given to AUCC to administer. In 1968 the division handled over 50 programs involving more than \$3 million. Awards has the biggest staff and handles more bureaucratic work than any other AUCC division. The division answered over 6,000 letters concerning awards available at Canadian universities last year.

-The research division looks after AUCC interests in various studies of higher education which the association is involved in--studies such as the relations between universities and government, accessibility to higher education and so on. Since all studies are financed through government or foundation grants, the research division takes the smallest bite of AUCC resources, less than 10 per cent of the total budget, and has only four people involved in its administrative work.

-The information division is responsible for AUCC publications such as University Affairs, a monthly bulletin, and various tracts of information on Canadian universities. The division also handles press relations for AUCC and is responsible for the association's library. The information division also handles requests for information on Canadian universities -- over 3,000 letters were answered last year.

### POWERFUL STUDIES

A quick look at the five divisions shows that only research, the smallest of the five, is concerned with such things as 'change' in Canadian universities. The other four are engaged in writing letter, 'administering' and perpetuating bureaucracy.

AUCC officials are quick to point out that one reason for the immense bureaucracy is the lack of a federal office of higher education. Until an office is created, AUCC inherits by default such things as administering awards programs, answering letters, and looking after foreign students.

Despite the bureaucracy, however, AUCC has a most powerful position in matters concerning higher education -- mainly through its research division.

It seems axiomatic that before change can occur in Canadian universities 'studies' must be done on questions and concepts. The cost of studies on such things as student aid, university government or university costs is prohibitive, however, unless they are foundation or government financed.

In recent history, AUCC has been a sponsor or co-sponsor of every major study concerning Canadian higher education -- Duff-Berdahl, the Bladen commission, commission on relations between universities and government, and so on. The precedent does exist that AUCC is involved in studies of this nature and when some other group goes with hat in hand to a foundation or the government the question of why AUCC is not involved will be raised. In short, it is conceivable that no study of a question in Canadian higher education can be done without AUCC involvement -- a most powerful position for any group to hold.

### "STUDIES ONLY TOYING"

Andrew cites the fact that 25 of 600 delegates to this year's annual meeting were students to back up his contention that AUCC is representative. To label AUCC as the administrators' version of the Canadian Union of Students is, he says, inaccurate.

The danger of having all studies done through AUCC can be seen in examining those now in progress, which Fish says are fairly typical. The five now being done are: university-government relations, costs of university programs and departments, student housing, accessibility to higher education, and how Canadian resources may best be used in aiding foreign universities.

As CUS field worker Ted Richmond puts it, "The studies are hardly concerned with basic questions of Canadian universities -- the questions which both students and faculty very much want answered. AUCC seems interested only in toying with the present situation."

Andrew says the subject of the reports does not indicate a desire to merely tinker with the status quo: "The first subjects that have been studied are the ones which have seemed most important and urgent. Studies of curriculum and a changing concept of the university in society are just as urgent, but somewhat less important right now that studies of university costs and university-government relations."

He also says AUCC has not deployed its resources in bureaucratic concerns but in subjects of reform and questions of a different role for the university: "I'd be very happy to put our record of concern and productivity up for examination to anyone -- in our studies, publications and conferences."

Students at the University of Western Ontario decided to do just that recently. They intend to investigate what AUCC does and how it spends the \$1.75 per student it receives.

If the association does "represent, more and more, the total university community", as Andrew says it does, maybe a few more students should follow UWO's lead and find out just what is happening.



# Glendon called 'education of privileged elite'

By TED RICHMOND  
 CUS Field Worker

These general notes are intended as some sort of theoretical framework and background for the necessarily specific tactical debate.

The present revolt at Glendon is both exciting and important; it shows in microcosm many of the roots and the ambiguities of the larger student revolt. It is a specifically middle-class revolt, with personal and cultural roots, leading to free education philosophies and demands. But it is a revolt, like the general student revolt, which can only be relevant or successful if linked to understanding of social and economic realities and to larger strategies for social change. Without this understanding and strategy the free school rhetoric will be co-opted by the administration; and students and faculty will find they have contributed only to a smoother running of a university with the same basic courses, structures and goals.

## ELITIST RECRUITING

Let us be specific. Glendon is a college recruiting from, training, finding - and controlled by - Canada's political and corporate elite.

The administration method of recruiting, the luxuries and permissive nature of Glendon itself, the comments by Escott Reid on the intended careers of Glendon students, the composition of your ruling Board - all these have been already documented.

The pattern should be clear. And within this elite atmosphere Glendon's administration can afford to be liberal as well, for they are dealing not with the disciplined training of skilled but powerless technicians and bureaucrats, but with the co-operation and interdisciplinary education of a privileged elite. That this elite should get rid of exams, break down psychological barriers between students and faculty, etc., is in the long run to the administration's advantage - as long as the fundamental goals of the university, the corporate control of education, and the corporate definition of "community service" and "international affairs" are not challenged.

The administration could use the present conflict to turn Glendon into a sort of Rand "think tank" for Canada's political and economic masters. (If that doesn't worry you, read Herman Kohn on Thermo-Nuclear War - it is a perfectly logical analysis done for Rand corporation; it tells the U.S. government how to "win" a nuclear war with 20 million survivors. Unfortunately it doesn't question the need for war at all.)

The present rulers of Glendon, then, can co-opt the rhetoric of free education to their own ends. But they cannot afford a challenge either to the basic power structure of the university or to the goals of the university and the basic ideologies of the courses now serving these goals. Since in the short-run only the latter is possible, we must concentrate on that. The problem is to understand the movement for free education and intellectual liberation in such a way that the ideology and goals of Glendon are challenged, not referred.

## LIBERAL COURSE DEFINITIONS

Let us be clear about the fundamentally ideological nature of Glendon's liberal art courses. Taken as an integrated whole (the inter-disciplinary approach makes this inevitable) the courses clearly define "community service and government" within the confines of Parliamentary democracy and Western corporate Liberalism.

Specifically:

**English:** The emphasis is on such things as linguistics and on particular historical periods (that is, past periods). If English has anything to do with one's personal experiences or with an understanding of the institutionalized insanity of the twentieth century, then these courses are largely academic and irrelevant.

**French:** Biculturalism is clearly important, but in itself does not lead necessarily to an understanding of Canada's "deux nations", it is obviously intended for civil service careers. The text and records for French generally are tailored to fit with the other courses.

**History:** ignores some fairly important periods (much of the twentieth century, for instance) and some fairly large geographical areas (South America, Africa, and Asia.)

**Humanities:** Specifically Western - the Hebrew-Greek-Roman legal tradition. Alternate philosophies - North American tribal cultures, Indian, Chinese, or Japanese cultures - are ignored.

**Modes of Reasoning:** Logical and statistical - designed to fit in with the economics and sociology departments.

**Natural Science:** Again the rational, Western tradition; but even within this context doesn't challenge the moral responsibility on the ideology of the "objective" scientist.

**Philosophy:** Again largely the Western tradition, but with several courses having the potential for creative interdisciplinary work.

**Political and Social Science:** Largely within the context of Western Parliamentary democracy, but with several potentially important courses. (Development, Mass Communication, etc.)

**Sociology:** Functionalist and irrelevant - for some reason (?) elite and conflict theorists are ignored.

**Economics:** Strictly bourgeois economics. - The macro-theory is relevant to the stabilization of advanced state capitalism, micro-theory is based on assumptions (free competition, etc.) which are no longer relevant to corporate jobs, or to high-level development theory which ignores social and political reality.

## THE RESULTS

If all this seems paranoid, let us consider the present results of such a "liberal" education. The most "objective" scientist in the U.S. and Canada are pleased to do biological and chemical warfare research, funded by the American and Canadian defense department. (and if you think our army is "peace-keeping" consider that our pilots are training with napalm, our army trains in a Vietnamese village, our own counter - insurgency forces our being trained).

The most liberal sociologists in the U.S., bred on the sort of sociology dished out at Glendon, are doing counter-insurgency research on the student, black, and Latin American revolution, all funded by the CIA. The most liberal economists are participating sincerely in American "development" schemes whose result is a rut flow of capital from the third world into the U.S. (Escott Reid and the World Bank). In Canada specifically our liberal elite serves a (bicultural!) Trudeau, whose concept of the balanced budget is to slash welfare while subsidizing private corporations and American take-over of our economy. (Did you know your taxes subsidize the corporation that sells arms to the Americans for Vietnam). One could go on...

All this I suppose is rather grandiose, but it leads to an important conclusion: that the free education movement at Glendon can be relevant only if it challenges the fundamental ideology of the present courses and structures. Success also depends on the ability to form faculty and administration to take their liberal rhetoric seriously and open their classes up - for instance in economics one could demand that Baron and Smuzy's Monopoly Capital be given equal time with Samuelson's Economics.

## NO CONFRONTATION YET

confrontation within the university. But until the corporate interests of the administration are made clear, I think confrontation is premature. I think that the type of intellectual attack I have outlined would in the long run have this effect. The only area where immediate confrontation might occur would be off-campus; that is if Glendon students took the rhetoric of community involvement beyond middle-class charity - trade union activity, Vietnam protest, Etc.!

In the long run of course faculty and students must have some strategy for gaining real power. One of the big areas would be in hiring of faculty - for instance a couple of good radicals in economics or sociology could blow this place up (intellectually speaking, of course.)

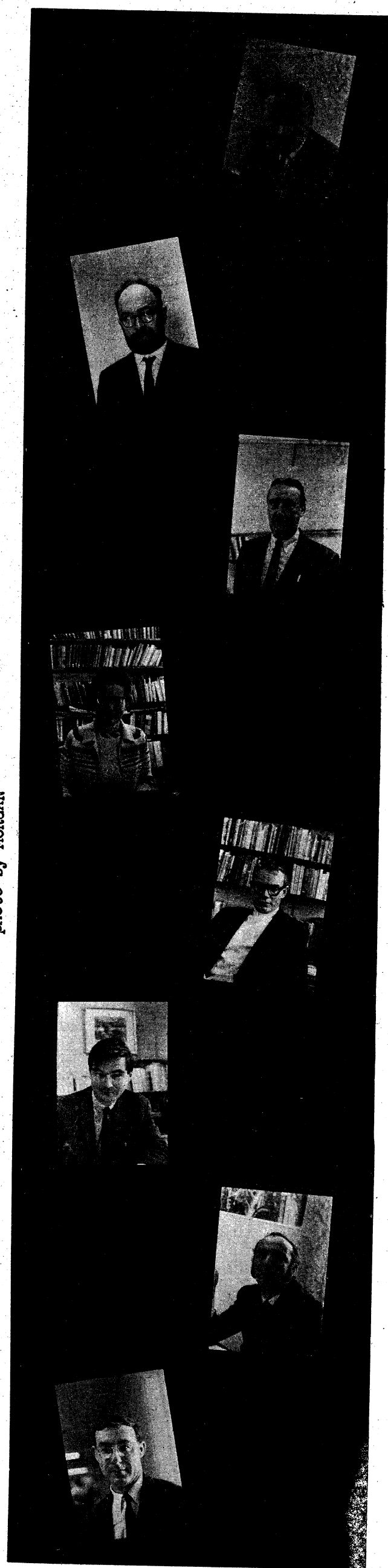
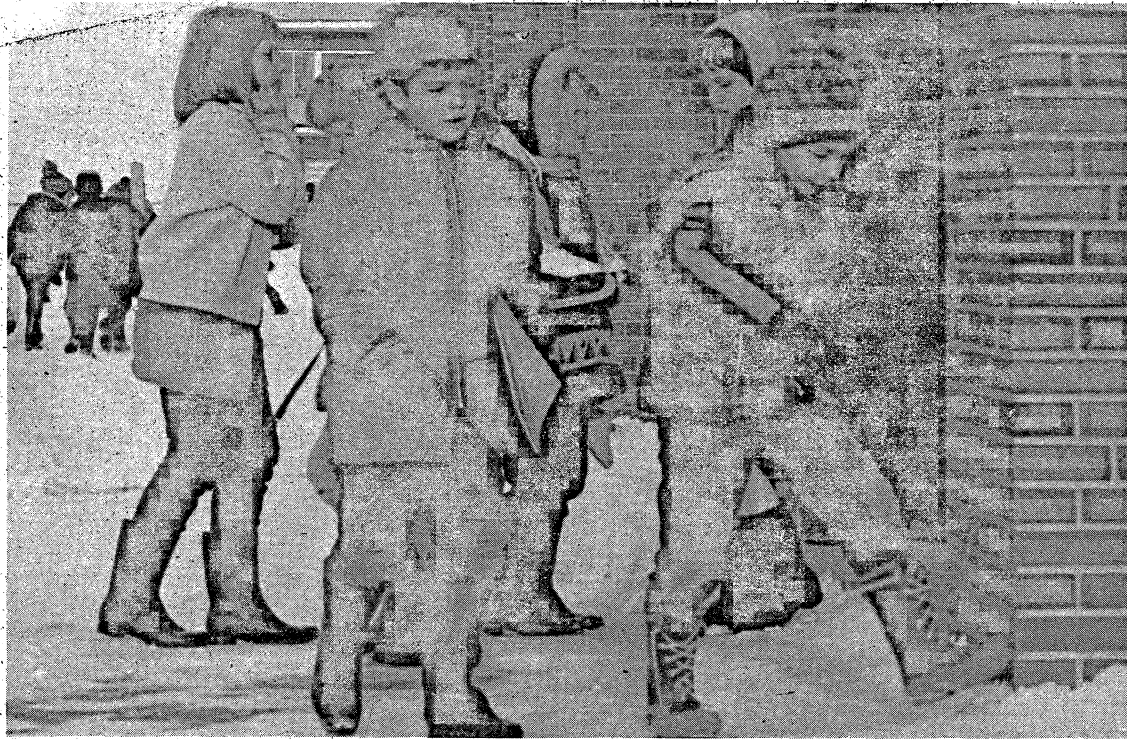


photo by MORGAN

"The present rulers of Glendon, then, can co-opt the rhetoric of free education to their own ends."

really hectic week just now writers didn't arrive till thursday and then broke down. 20 pages to put out. bob was running around saying we could do it and deef following saying it couldn't be done. really good four pages section on education good clean

copy from marilyn, dave and graham. everyone's been waiting for the day. none of us got much sleep this week and classes went out the door but the ends justify the means and all looks good. gottoclose luv to deej joanle marilyn gen vieve andy' all.



3:30 freedom at a Toronto public school.

photo by MICHALSKI

RELIGION 'ANTI-LIFE'

Organized religion is also dead because it is not enforced. Neill himself has a strong contempt for organized religion and he calls religious belief itself, in its common form, 'anti-life', because it makes man crucify his flesh and reject worldly fulfillment for the sake of a moralistic myth which postulates sin and evil in man and thus appoints itself as the means whereby man can replenish himself in eternal purity by rejecting his body and his psychological needs.

For this is exactly where we come to the crux of Neill's thought and action-his belief in the intrinsic goodness and desire for happiness present in every child, and thus, potentially present in every human being. He believes that if a person's individual needs are allowed to be satisfied, that person will naturally come to be social to others with a love and an emotional understanding toward them that has not been stunted and transformed into repressed hate by early prohibition. His basic premise is that the individual naturally desires to be loved, and through that, to love, and hate is simply forbidden love.

And he feels he has succeeded in practice at Summerhill if you are willing to take the development of children who are often quite troubled into self-satisfied, happy, sociable, responsible adults.

One thing that is troubling about the nature of the success of Summerhill, though, as far as the free school question goes, is how much is it due to the functioning of the free school and how much to A. S. Neill. The two are coeval at Summerhill.

Neill protests over and over again that it is the freedom of his school that helps children, not him personally. Neill acts as the handler of bureaucratic details (eg. collection of fees, payment of bills, provisions of food, etc.), as a resource person particularly in psychology, though sometimes as a symbolic enemy-the father figure, etc. and also as the resident psychologist (the 'private lessons'). It is only the last which is not directly connected with the functioning of the school and the main necessity for this is to help out the kids who have been badly screwed up by the outside society. So I think Neill is probably correct about his own part in Summerhill's success.

I don't mean to imply by this, though that a free school automatically works because you set up a few unstructured structures and you recognize the right of everyone to participate equally in the decisions of the community. People make a community and a free community can't be built on unfree people. At Summerhill, the strength of Neill's personality and those of his staff has undoubtedly made success possible. However, these people themselves are exactly what a free school is about.

THE HAPPY GARDENER

Fromm's worry about the under emphasis of intellectualism stems from Neill's emphasis on personal development rather than intellectual achievement. He feels that happiness is more important than truth and that really truth can only be sought by one who is allowed to seek it as he sees fit. When a person wants to learn, he'll learn. And if he doesn't want to learn by books, why should he? Neill quickly points out the tragedy of the unhappy clerk who could be a good, happy gardener.

Many students have gone on from Summerhill to University and they have usually done it by playing around for a number of years, working at what interested them, and then, when they were interested in learning along academic lines, they usually worked hard for about two years to pass university entrance exams, perhaps realizing that the university was not the best place to actualize their desires, but rather the only place available.

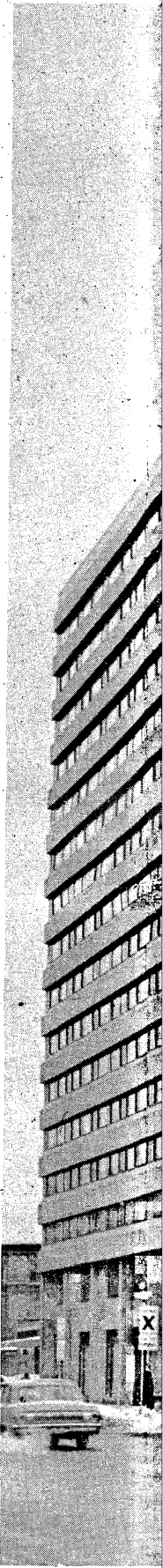
Neill is not anti-intellectual, he is anti-enforcement of intellectualism. He believes that this silly prescriptive form of intellectualism is part and parcel of the authoritarian repression package we call our society.

Society is emotionally sick and sexually perverted because the needs of both areas (really perhaps only one) are rejected in favor of the imposition of unwanted, uninteresting, alien knowledge on children who want to laugh and play and know why their parents sometimes have loud arguments, and why the word 'f---' is so bad, and where do babies come from anyway. As it is now, Neill feels the system produces children of "the sort that goes out with neither ideas nor ideals. They would join up as cannon fodder in any war, never stopping to consider what the war was about and why they were fighting." (a remark made by the principal of a boys' school to Neill.)

ROCH

C an a so-called organized as successful?

Successful by what that it is too early opinion, the most interesting thing about people is that they are that no one else has the same circumstance Rochdale is now a prominent building with Toronto. The resi



Rochdale

The question of masturbation is supreme in education." This statement represents one of the major interlocking themes of A.S. Neill's book 'Summerhill: A Radical Approach to Child Rearing' describing his experimental free school in the Suffolk area of England. The school has been running for over 40 years and is perhaps the oldest and most successful free school in the world.

When I say there are multiple themes present in the functioning of Summerhill I really mean there is only one. And that is the idea of human freedom. This is sufficiently vague on paper to incorporate almost anything. What Neill does is define it in practice by the removal of sexual guilt, and by the provision of the liberty to do as one pleases as long as one isn't hurting another and the power of participation in the making of as many of the decisions that you live by as the social situation permits.

Erich Fromm, in an introduction to the book, while praising Neill, expresses alarm at what he feels is an over-emphasis on sex and an under-emphasis on intellectuality.

give help the kids through and are successful in most cases.

It is through our sexual hypocrisy that Neill sees the most glaring stupidities and evils of our society. The need for satisfaction of the sexual drive (Neill follows Freud in declaring that this is the predominant psychological drive), the child's natural desire for power and the natural egotism of children are frustrated in most children by their environment - nagging parents and teachers who teach, for instance, that masturbation is bad.

EGO FIRST

Parents moralize over their children even further by expecting a child to be altruistic when Neill says that it is impossible for a child to be anything but selfish. He believes that the child must satisfy his egotistical needs and then with these satisfied he will be able to associate freely and happily with others who likewise do not have frustration about the deprivation of individual needs.

This does not mean that Summerhill children can do absolutely anything they want. The medical cabinet is locked up, little kids about two or three years old are helped to bed and playing on the roofs of the buildings has been forbidden at times. In short, Neill makes

Summerhill a radical approach to child rearing

PRIVATE LESSONS

Neill is a Freudian (or at least he says a lot of Freudian things). He gives "Private Lessons" to kids who are having problems. These private lessons are really individual therapy sessions and in most cases Neill attributes the children's hang-ups to some form of sexual repression. Some cases he diagnoses as the thwarting of the child's natural desire for power. But the majority of problems have sex as their root cause according to Neill. The lifting of the masturbation prohibition is perhaps his most oft-employed remedy.

But Neill doesn't diagnose the problem and prescribe the cure for the patient in a flat statement as a medical doctor would. He believes the problems are lying in the subconscious and he knows he can only guide the child so that the child can work the problem out for himself. He is usually successful.

If Neill was writing a theoretical piece he could probably be easily attacked on a lot of the things he says. But this book is definitely not that. It is a collection more or less of Neill's impressions of his actual experiences with kids and, whether or not the kids are cured of their problems for the reasons he gives the cures that he does

an effort to keep the kids alive. But what they want to do with the life they have is fundamentally up to them. The greatest impingement on absolute freedom, what Neill calls unwarranted 'license' is the system of rules which the members of the community, students and teachers, as equals, make up for themselves to live by. These matters are usually hashed out in the General School Meetings held every Saturday night.

Neill exercises no control over this. A child's vote and voice counts for just as much as his. Although one might expect the recognized voice of experience, the inevitable father figure, to hold much influential sway in the giving of opinions during the meetings, in fact, what often happens is that Neill's proposals are voted down resoundingly. Often times, by his own admission, they are lousy proposals. Representative of his relationship with the kids is the fact that the children call him Neill, not 'Mr. Neill' or 'Sir'.

Summerhill is very certainly not a political hot-bed. I don't think any Summerhill alumnus has ever become a politician. This doesn't automatically condemn politics, of course, although it does suggest a few things about the kind of politics the Summerhill children come to recognize as 'politics'. In Summerhill, apathy toward political issues is widespread. People don't talk about democracy, they live it.

There are political things Neill doesn't follow up on. He doesn't follow up on general accusations and political analysis. because he doesn't pick up in the hate syndicate succinct statement will not save humanity so. Most political thing with hate, hate are socialistic because instead of loving the I doubt, though, create a society be brought about with exposition in actual people can realize environment. Major some form of hate how much you practice you have and you have to or your enemy in so



# ROCHDALE COLLEGE: frustrations and rewards

alled 'free college', or a community, be successful? I found it difficult to judge, but in my opinion it is an interesting and important experiment at Rochdale College, trying to do something that has not been tried to do under the

arranged for its financing and construction, and now are running it with elements of chaos by trial and error. As a matter of fact the building has been the major problem the college has faced, and because it has just been completed in the last few months, the college has not been able to become a school in any remotely conventional sense of the word.

The chaos of construction was added to the chaos of creating a sense of community, and meant that there had been a very high turnover rate among residents. An old-

timer to many people is one who has lived at Rochdale since August. Consequently it has been difficult to set up the school.

## RESOURCE PEOPLE MISUSED

The major educational assumption has been that 'a man learns best when he first discovers what it is he wants to learn and how he wants to learn it'. A resource person is distinguished from other members of the community only in being paid about \$10,000 a year. He has no more and no fewer responsibilities than anyone else for any facet of the college's operations.

Theoretically, a resource person is at Rochdale to assist when he is asked to do so, but not to guide. If someone wants to do something he puts up a sign and other people who want to do the same thing meet with him and go on from there. There have been many seminars entitled 'Neitzche', 'Life', 'Poker', 'Ideas of Primitive Religion', 'Ceramics', 'Sociology'. However, the educational aspect of Rochdale is still embryonic. People still put resource people into the role of teacher and depend on them to the extent that a seminar cannot succeed without them.

A poetry workshop failed because the resource person left, asking that his freedom be respected. It couldn't get started again because of a high turnover rate among people attending the seminar. Art and photography seminars have been stalled because the facilities are not yet available. Finally, people interested in the seminars feel the meetings at Rochdale of the governing council have been dominated by building problems and by people interested in them. They feel that there is little money available for education. Therefore, these people feel frustrated and feel a conflict with people who are preoccupied with the building.

## CONFLICT ABOUT COMMUNITY

Rochdale, however, is more interesting and more significant for being an experiment in community living.

Dennis Lee, one of the first resource people and co-editor of 'The University Game', Rochdale as the first phase in the establishment of a coherent set of institutions that would form an alternate society to technological society, one which would provide alternate values and living styles.

Rochdale members are attempting to form a community as opposed to a bureaucratic organization. They are stressing individual equality as opposed to a hierarchy of individuals with different rights and responsibilities. They are stressing satisfaction of the emotional and communicative needs of the people at the extreme efficiency in the solution of institutional problems and in the reaching of institutional goals.

Rochdale is "the best form of giant group therapy I've ever experienced," said a resident. "People change here for the better. Hips get together. Straight people change. It's a new frontier of learning about people."

Most people I spoke to seemed to appreciate the 'free psychological atmosphere'. The environment doesn't define what the individual is like. Rather people expressed the feeling that they were in the process of defining the environment. They stressed the value of interpersonal communication. "It's not in structures, it's in attitudes like telling and smiling... (you know those blank faces in the subway) Like painting in the halls," said one girl.

Everyone isn't satisfied with the situation however. There seems to be a feeling of a lack of direction. That the place is dirty and nobody cares. That it needs organization. But no one seems to be sure about what to do about it. "It's a big cold, ugly place... the building is too big. Co-ops need to be small and people need to have common interests," said one frustrated resident.

The basic decision-making principle at Rochdale was expressed by Dennis Lee as "the people who make a decision should be the people whom that decision affects, and they should have to live with the results of their decision." If something needs to be done, it is up to the person who notices the problem to solve it.

In the case of issues affecting the college as a whole, the plan was that a governing council should be elected. However, the final form of the council has yet to be worked out, and there is now a temporary council. The decision making is very decentralized, and leadership is very informal and ad hoc. General meetings and referendums on specific issues aid council decisions, and, when

it is possible, individual floors set their own policies on questions of less general concern. In all cases the balance of power rests, theoretically, with the members.

## MISCELLANEOUS REFUGE

The decision on the establishment of a library for example, will be taken by those who are interested, at a general meeting that has been publicized on notice boards. Architect's plans for a roof terrace have been posted so residents can voice their opinions. Decisions are made this way, and though many projects have failed for lack of interest, many have succeeded. In many cases, to prevent failure, as individual has set himself the task of doing the job no one else wanted to do. In this way a communications centre was established that is now manned 24 hours a day.

Members of the college have set up '314', which is a help centre for young kids who come to Rochdale seeking that kind of help. People who need help and can't get it from establishment organizations hear about Rochdale. Teenagers who have run away from home, people who can't handle a drug problem, Americans fleeing the army and Vietnam go to Rochdale.

However, some of these, without jobs, food or shelter, have come uninvited to live in the common rooms of the residence, eat the residents' food, and leave a mess behind them. This crasher subsociety that has avoided '314' has caused a crisis and confrontations among the residents.

No one acted until open hostility was expressed, but by now the process of decision making has begun.

A meeting occurred spontaneously and discussed the issue, isolating alternative courses of action. Various floors decided on their own policy. A questionnaire was circulated informally and a general meeting was called to reach a consensus. This last meeting failed because only about 20 residents and three crashers attended. The final decision will be taken by council but there has been a strong norm established that will prevent council from acting in any way inconsistently with the member expressed opinions.

In this situation apparently leadership has been taken by the Communications Centre which is the information desk at the front door and which must deal with crashers as they come in. The centre issued a statement which suggested an informal policy that would leave the initiative to each floor, but allow enforcement by the centre and the three residents who act as security.

In this process, the residents sacrificed any efficiency in dealing with what amounted to a crisis of emotions and frustrations. But they are likely to reach a solution agreeable to most people concerned, openly and informally.

## THE STRAIGHTS AND THE HIPPS

The crasher situation brought a confrontation between the life styles of the 'straight residents' and the 'hip residents'. There has been a feeling of conflict and of lack of communication between the two groups, especially on the part of the straight residents. While there seems to be little identification with Rochdale as a whole among residents, some floors seem to have formal sub-committees.

It has been between these sub-committees that the conflict has been felt. One person I talked to described it as a power mistrust. The straight people attend U. of T., Ryerson, or some other establishment school, and can't devote their entire energies to Rochdale. These people feel separated from the decision-making and feel the decisions are made by the anarchists upstairs.

Where 850 people with different interests and values are trying to live in a way that is new to the majority of them, there are bound to be problems. Rochdale can't survive as it is now.. unless these dialogues give it direction," said one resource person. "People are frustrated but looking ahead. I have no good news... but that's the past... a lot of things are happening here that wouldn't happen anywhere else."

With the problem of construction behind, the major problem facing Rochdale is that of uniting the residents with a sense of community. Rochdale can't succeed if more don't begin to care what happens to it. As one student said, "Rochdale has confused licence with freedom. There is no sense of responsibility."

I agree with that assessment, and if that's a straight attitude, then I guess I'm straight.

- By DAVID COPP

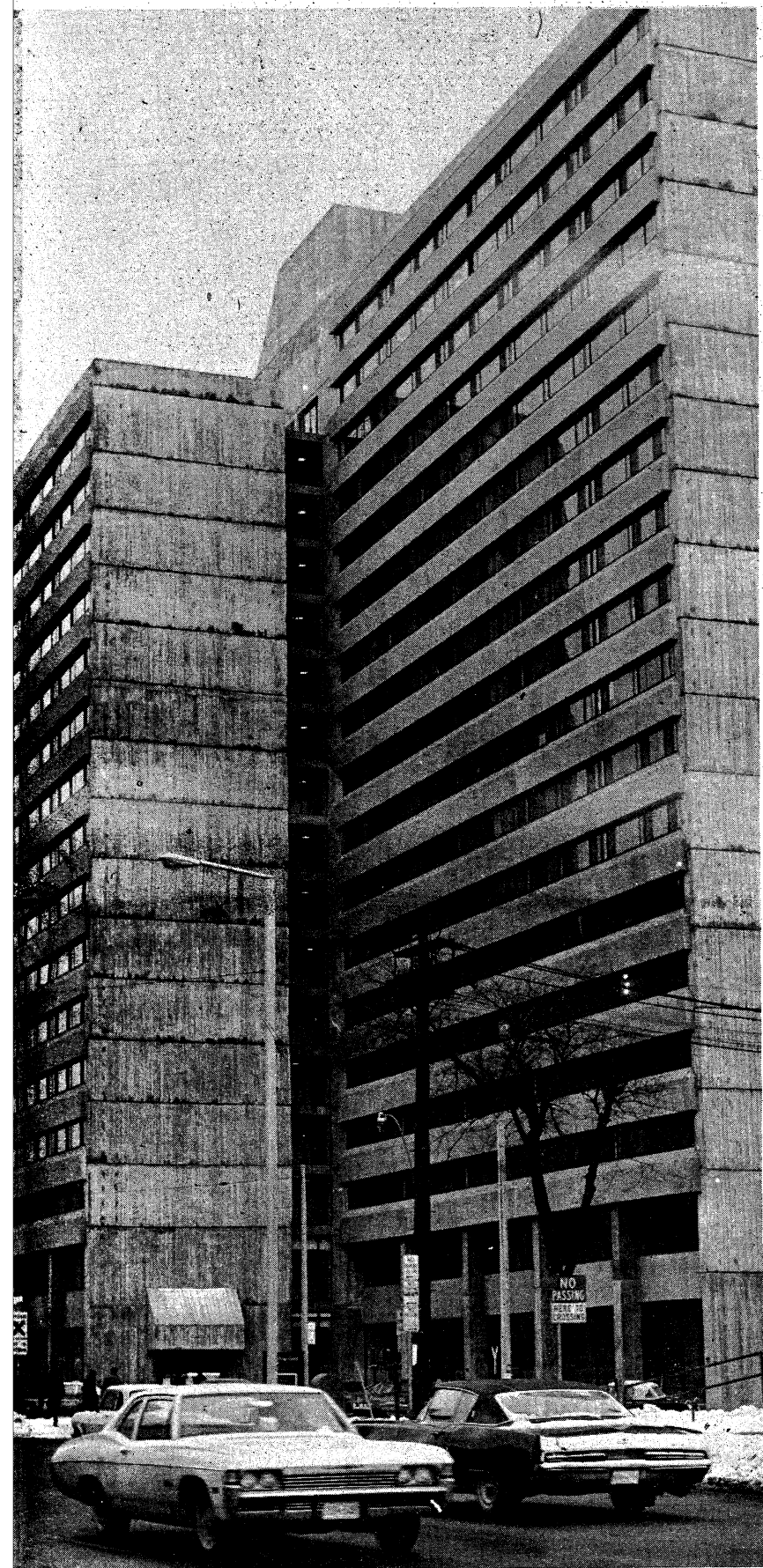


photo by MORGAN

le - a dull grey building in a dull grey society.

## LOVE

tical implications about what has said and done. He has his sentiments and general sentiments against society with any. He does this probably doesn't want to get caught in the politics. His most concern on politics is '...politics mania. It never has done all newspapers are bristling all the time. Too many people because they hate the rich and the poor.

h, if that is needed to can without confrontation, the quality of what is, so that emphasize the quality of their major confrontation poses hate because no matter emphasize the ideal, in e to act against a person make him your opponent some way.

Those of us who seek to confront in this way are really in the end just as emotionally sick as those we seek to confront. It is like a dark ugly game that you hope will end soon. If we lose sight of the ideal, though, the game is up. It will have beaten us.

On page 92 of the book, Neill projects his own feelings about social change:

"The future of Summerhill itself may be of little import. But the future of the Summerhill idea is of the greatest importance to humanity. New generations must be given the chance to grow in freedom. The bestowal of freedom is the bestowal of love. And only love can save the world

If you don't think there is anything in the world that needs saving, you don't have to look at Viet Nam, or Biafra, or Cabbagetown, or Chicago, or rural New Brunswick, or Indian reservations in Saskatchewan. Just remember that I used the word 'masturbation' in my opening sentence (a quote by Neill) so that more people would be interested in reading this article.

-By GRAHAM MUIR



# Hall-Dennis in the high schools:

## Test Case: Victoria Park Secondary School in Don Mills

### Will minds be cultivated or computerised?

By MARILYN SMITH

The name of the scheme is the Hall-Dennis Report. A committee of some twenty-four individuals studied all facets of education in Ontario schools during a three year period. The resulting 250 recommendations of this study promise to revitalize the whole education system.

A manifestation of the scheme is 'The New Plan', an exciting experiment to be implemented at Victoria Park Secondary School next year.

Jack E. Tovell, principal of the Don Mills high school, seems to be taking on the role of educational disciple utilizing the report as his gospel reference.

"We want not so much to make everyone a Philosopher King as to make everyone well educated." That is a basic premise made by the Committee:

- ... Establish, as fundamental principles governing school education in Ontario.
- the right of every individual to have equal access to the learning experience best suited to his needs and;
- the responsibility of every school authority to provide a

child-centred learning continuum that invites learning by individual discovery and inquiry.'

#### ESTABLISH EXPERIMENTAL SCHOOLS

Victoria Park will be one of twenty-two in the province to become an 'experimental school'. The high school tradition of bells, periods, and spoon-feeding classes will die.

An active mobile non-structure kind of structure is to take its place.

Says Tovell, "Once we've implemented the New Plan, Victoria Park Secondary will become a catch phrase like the Hall-Dennis Report."

#### ELIMINATE LOCK-STEP SYSTEMS

The report also suggested eliminating lock-step systems of organizing pupils, such as grades, streams, programs, etc. permitting learners to move through school in a manner which will ensure continuous progress.

In the New Plan, grades will exist as such for a transition period only. The conversion is to a credit system wherein 27 credits constitutes a completion of high school. These credits are spread through a four year period. Grade 13 is to be absorbed into that time span.

110 hours spent in any one course will constitute one credit. Another Hall-Dennis recommendation incorporated by The New Plan is to organize learning experiences around general areas, such as communications, environmental studies, and humanities.

The New Plan has four compulsory areas. These are communication, science, arts, and social sciences. Within each sphere, there is a realm of choice.

Hall-Dennis suggested the choice of options in the senior years be made a reality by:

- permitting pupils to take any course for which they are qualified in any year;
- employing computer facilities on a co-operative basis which will individualize pupil-teacher scheduling;
- eliminating separate streams or tracks of organization.

At Victoria Park Secondary, a student will round out his programme by choosing from a list of options. These options constitute credits.

A student may take a course at a higher or lower level than his approximate standing in the four year programme.

He is not confined to particular courses within his particular year. He may take any course for which he is qualified.

#### TWO LEVELS OF INTENSITY

Another recommendation of Hall-Dennis was to include in the curriculum of the senior years academic disciplines at two levels of intensity if possible-ordinary and advanced.

Courses at Victoria Park will be classed A (advanced) or O (ordinary) level. A student can take A level courses in fields in which he excels, and O level courses where he is not as proficient.

Hall-Dennis also suggested that education include among opportunities for general education in the senior years:

- studies designed and undertaken by individual students or groups of students in consultation with the teacher;
- courses related to academic disciplines, but not rigidly structured;



photo by MORGAN

The new plan threatens to make the teacher the nigger.

-courses related to technical, commercial, agricultural and other vocational skills, but not designed to train students for specific jobs.

Victoria Park Secondary offers Technical and Commercial courses as well as pure academic ones.

So the opportunities to fulfill this recommendation are available at the school. They are incorporated in the New Plan.

This type of learning is really a self-education process. It could well eliminate the "who-am-I-what-will-I-be?" dilemma facing so many students as they graduate from high school.

Tovell says "In order to develop the skills of a self-educating person, the student must be involved at an earlier age in the use of free time. He must also be given a wider range of choice in his curriculum both in areas of courses and methods."

The New Plan incorporates a modular schedule with a free time factor. This loosens the rigid timetable now effect in high schools.

Each module will be 20 minutes in length. Departments will select a pattern of time units in any combination from one to five, as pertains to their particular subject.

Students will be left with one third of their time free. During this time they may choose: the learning resources

centre, or lunch, or a subject resource area, or the student lounge, or a recreational area.

More junior students and those requiring remedial work will be encouraged to make the most appropriate selections. This represents their best interests and prevents non-beneficial opportunism within the New Plan.

#### AUDIO-VISUAL RESOURCES

Hall-Dennis also wanted to create audio-visual resource centres within each school system which will produce slides, film strips, films, television materials, records, overhead transparencies and other audio-visual materials, and which will disseminate materials, provide consultative help for teachers, conduct research studies, and demonstrate new applications of audio-visual technology.

Resource centres are an essential part of the New Plan. Here is where the student will conduct his individual pur-

suits. Victoria Park Secondary will house a learning resource centre.

This is intended to provide adequate material for in-depth learning. The move is away from the tradition of one textbook as the central part of any one course.

A subject resource centre will provide a pool of teachers for assistance.

"The New Plan," said one Victoria Park schoolteacher "threatens to make the teacher the nigger."

"Not so," said Tovell. "It will be the teacher as the straw boss. He still doesn't get invited to the big white house on the hill, but he's freer than the field workers."

With the free-time concept, the staff will have a lesser amount of on-stage classroom performing. The more relaxed state should encourage a closer corporate working between students and staff.

#### MORE MONEY REQUIRED

Hall-Dennis recommended that studies of new practices in demonstration centres be supported with augmented funding which will pay all costs of education in the area in which the demonstration school is located.

As in all Utopian plan, finances are the stumbling-block. If Tovell's experiment is to succeed, he will need a large initial investment to stock the resource centres and build the school lounge

Without these essentials, the free time concept becomes the wasted time concept.

But once in effect, the New Plan is financially sound. Originally conceived as part of the answer to overcrowding, it makes more effective use of available space.

With one-third of the student body always mobile (in their free time), it is possible to house a capacity crowd.

In the traditional system of home forms and 30 pupils-to-a-class, it would be necessary to make new additions with any increase in student body size.

"The New Plan" uses staff and students more efficiently. Teachers will function to a greater extent as resource persons.

Pressures will be less. The student-teacher relationship could become more of a partnership of equal give and take proportions.

And that's what the learning process is all about.



photo by MORGAN

Will Hall-Dennis really benefit them?



# Birth

# Control

- not why

but

how

originally from  
LADIES HOME JOURNAL  
reprinted from PRO TEM

\* Don't use a friend's prescription - it's dangerous. You need an examination before getting the pill, and it's not for everyone.

\* Although the pill is the most fashionable contraceptive, an intrauterine device or diaphragm might be better.

\* Consult a doctor. The cost of examination is minimal. A month's supply of pills costs two dollars.

PRO TEM has a list available of doctors willing to give information on birth control. Inquire at the PRO TEM office - we have liberated staffers.

METHOD	RELIABILITY	PROCEDURE	HOW IT WORKS	SIDE EFFECTS	WHO SHOULD USE IT
<b>Hormone Pills — "The Pill"</b> Type A — Combination of estrogen and progestin. Type B — Sequential, estrogen followed by combined estrogen - progestin.	Type A: Nearly totally reliable if taken exactly according to directions. Type B: Possibly a shade less reliable than Type A if a pill is missed.	Type A: pill taken daily from the 5th day of the menstrual cycle to the 25th day. Type B: estrogen pill taken from the 5th day of the menstrual cycle to the 20th day of the menstrual cycle to the 20th day; estrogen - progestin pill taken from the 21st day to the 25th.	Both types of pill prevent ovulation. No egg can form therefore no pregnancy can occur. Effectiveness begins with the first complete cycle of use.	Concern continues about many serious disorders that may be linked with the pill, but more studies are required before definite conclusions can be reached. It has been found safe for many women. One quarter of all women taking the pill will experience initially one or more of the following side effects, some of them temporary: swelling of the extremities and abdomen, dizziness, nausea, weight gain, eye disorders, irregular bleeding diminished menstrual flow, breast soreness.	Women for whom reliability is so important that they are willing to accept possible risks. It is not recommended For: Women with a history of cancer of the reproductive system, fibroid tumors, history of thrombophlebitis, varicose veins, strokes, diabetes or a tendency toward diabetes, history of liver disease or jaundice, endocrine disorder, heart trouble, asthma, migraine headaches, also women who tend to retain fluids. Women who do use this method should: - Have breast and pelvic examinations every six months; - Have "Pap" tests at least once a year; - Report to the doctor immediately any unusual symptoms: skin rash, blurring of vision, chest pains, emotional changes;
<b>Intrauterine Devices (IUD's)</b> Plastic loop, plastic coil, stainless steel ring or band.	If the device stays in place (which it does with about 80 per cent of users) it is almost as effective as the pill.	The gynecologist inserts the device in the office. He may require a return visit after one month or three months and annual visits thereafter. Loop or coil may have a string attached that the woman can touch with her finger to make sure the device has not been expelled. It can remain in place until she wants to become pregnant, and has her doctor remove it.	It is not known precisely how the I.U.D. works. It probably causes the egg to pass through the Fallopian tube so rapidly that pregnancy does not occur.	Cramps or spotting may begin upon insertion and continue until the next menstrual period. In most cases, the discomfort will disappear, but in some it will not, and the device may have to be removed.	Usually a woman should have had at least one child before she uses an intrauterine device. Pregnancy and childbirth dilate the uterus and cervix, making insertion easier and safer.
<b>Vaginal Barriers</b> Type A: Diaphragm with jelly or cream. Type B: Foam Type C: Vaginal suppositories and tablets.	Type A: if used consistently, less than 1 per cent failure rate. Woman must be certain diaphragm is placed so that the cervix is covered. Women must check it regularly for holes or tears.  Type B: If used consistently, about 1.5 per cent failure rate.  Type C: If used consistently, about 2 per cent failure rate.	Type A: The gynecologist fits the diaphragm and instructs the woman in its use. It may be inserted with the jelly or cream as long as 6 hours before intercourse and should remain in place until 6 hrs. after intercourse. Type B: The woman must apply the foam in the vagina not more than one hour before intercourse. It is effectively immediately. Foam must be reapplied for each act of intercourse. Type C: Suppositories may take up to 10 minutes to dissolve and so are not effective immediately.	Type A: The diaphragm acts as a mechanical barrier preventing the sperm from entering the uterus. The added jelly or cream is important because it renders the sperm ineffective. Type B: Same as the jelly or cream, above. Type C: Same as the jelly or cream above.	May cause sensitivity, evidenced by rash or irritation.  Type B: Same as the jelly or cream above.  Type C: Same as the jelly or cream above.	Type A: Women for whom the absence of health risks is most important and who are willing to learn how to insert and remove the diaphragm. Women with limited sexual experience may have difficulty inserting the diaphragm. Type B: Women unable or unwilling to use diaphragm. Type C: Women unable or unwilling to use diaphragm.
<b>Rhythm</b>	High pregnancy risk.	Woman must try to determine "safe" cycle days.	When a woman is able to establish her time of ovulation, she can avoid intercourse on her "unsafe" days. To increase effectiveness, abstain at least three days before and three days after ovulation.	No physical side effects; the method may impose emotional strain.	Only women with regular cycles, and those for whom the religious factor is of major importance.
<b>Post - Coital Douche</b>	High pregnancy risk.	Woman douches immediately after intercourse.	It presumably washes sperm out of the vagina.	May cause irritation.	No one.
<b>Coitus Interruptus</b>	1.5 - 2 per cent failure rate.	Withdrawal of penis before ejaculation.	Sperm is not deposited in the vagina.	No physical side effects, but can impose emotional strain on couple. If it is now known that even before ejaculation a drop of semen may be deposited in vagina. At the fertile phase and in the case of very fertile couples, this may be enough.	No one.
<b>Condom — "safe"</b>	1 per cent failure rate. Whether or not the condom serves its purpose is dependent upon its quality, examination for flaws, and care in application.	Condom is applied to erect penis just before insertion into vagina.	Condom is designed to receive the semen and used properly and regularly provides close to maximum protection.	May interfere with full mutual enjoyment as it dulls the acuteness of a man's sensations. Fear of the condom breaking or slipping off may inhibit female response.	MEN

Courtesy of The Argosy

up-f

## 'Lion in Winter' collectively superlative

By LYNDA BEAUBIEN

There are not enough superlatives to describe accurately Joseph E. Levine's 'The Lion in Winter'. I cannot remember the last time I left a movie theatre with such a thoroughly satisfied feeling. There doesn't seem to be a single thing wrong with the picture.

Momentarily neglecting screenplay, settings, and music - the production as a whole - I'd like to begin where producers usually finish, with the exceptional cast.

Never have I seen such a singularly adept group of people interplaying as a unit. From the lead roles of Eleanor and Henry, through Richard, Geoffrey and John, their over-anxiously avaricious brood, to the fledgling French king Louis, to his sister Alais, Henry's 'freshly-blossomed' mistress, there is no misfit.

### POWERFUL DIALOGUE

Peter O'Toole, as Henry, continues and develops his characterization of the novice, energetic, lusty young King Henry of Beckett to the matured, impassioned, powerful Henry II whose mind, once fixed, still must not be changed.

By now, O'Toole must certainly be more familiar with the complex-

ities of this monarch's mind and emotions than any of our most astute English historians. Whether or not this theory of familiarity has anything to do with it, Peter O'Toole, as Henry ripened, is at his very best. His moods and expressions change as quickly and as subtly as those of the wily and ruthless master politician he portrays. At the same time he manages to infuse this shrewd, calculating power-monger with an intangible something - that indescribable flicker in those blue eyes - which so endeared Henry II to all he met and which, moreover, made it possible for a beautiful young French princess and a withered, spiteful French queen BOTH to love him.

O'Toole is more than matched by Katherine Hepburn in her role as Henry's French queen, Eleanor of Aquitaine. Their incomparable verbal jousting is sure to become one of the screen's classics. So well do they interact within their roles that their overwhelming love-hate quandary becomes every bit as compelling and as vital as any of our 'modern', 'realistic' and much more vicious 'problem' movies (the two that spring immediately to mind are 'Who's Afraid of Virginia Woolf' and the more recent 'The Subject Was Roses').

### A FEELING OF FAMILY

Yet, there is something in the exchanges between Henry and Eleanor - probably a result of the very vitality of 'The Lion in Winter' - which was lacking in either of these other 'family problem' movies. There is, deep-downburied in all the plottings and connivings of Henry's cold household, a coal - not one that has died, as it has in the other two homes, but one which is very much alive and glowing and which, come what may, continues to warm everything. There is a tenderness present - a tenderness of belonging - which is not and cannot be lost, even when the family conflict reaches its most bitter heights.

Just as the imprisoned Eleanor is released from her Tower-gaol every Easter and Christmas, just as the family all gathers then to fight it out in true holiday spirit, the unit, as a family, will continue. There is a feeling of eternity about these little encounters and, surging through that, a feeling of the eternal family. Neither physically nor verbally is any member killed, although the opportunity is presented - each meeting ends as the one before it has, and somehow, through the wreckage of the brief moments of

violence, comes a binding sense of 'family'.

### SUPERBLY STAGED

The screenplay, written by James Goldman, adapted from his own Broadway play, is, like its love-hate theme, a paradoxical mixture of all that is biting and cutting with much that is gentle and loving. The tempering agent, or, if you prefer, the catalyst, is a very understated, extremely effective irony.

Add to such a creation a superbly staged effort where every care has been taken to reproduce the actual 12th century atmosphere of Chinon - one concentrating more on the primitive crudeness of the era than on any fairy-tale opulence of kings and queens. Indeed, this faithful reproduction extends beyond spectacle and coarseness to the history, manners, customs and, above all, the political intrigues and power plays of the time. Rarely, lately, does a soundtrack add to and not overtake the atmosphere of a film. In fact, it has become so unusual, that I felt it was especially worthy of notice that John Barry's score for 'The Lion in Winter' does just that. Masterfully imitative of Gregorian chants and old folk tunes, it skulks always in the background, where it belongs, never disturbing the action, yet all the while adding unobtrusively to it.

## 'Charly' turns into artificial message

By LYNDA BEAUBIEN

"Toosday - wirk - klinic"

"Consult Mrs. Kittridge re:  
Advanced Algebra  
Chemistry Manual  
French Literature"

Is it plausible, even in this day of continually progressing medical science, for a man, once a moron with an I.Q. of 59, to become, almost overnight, a man whose I.Q. has no ceiling? This is the subject dealt with in 'CHARLY', currently playing at the International Cinema.

### SMART MOUSE

'CHARLY' is based upon the novel 'Flowers for Algernon', and it is really Algernon, the tiny lab mouse, who is the star of the movie. It is through Algernon that we first perceive the tremendous will in Charly for what he vaguely defines as "you know, a way to get closer to the world." It is this 'smart' mouse that launches him on his way. Finally, it is Algernon who ends the race.

The theme of 'CHARLY' - the problems of such a transition - is of a delicate nature. It should be a subdued appeal to the emotions. Unfortunately, the film itself seems to overwhelm, rather than intimate.

Perhaps it is largely the fault of Cliff Robertson in the lead role. Surely it is not necessary for the portrayal of a mentally retarded adult to employ carefully studied facial grimaces, a very overworked tongue, and such paraplegic symptoms as a shuffling walk, slurred speech, and rigidly uncoordinated manual gestures. If anything, this tends to erase the basic premise of the story - that Charly is a very special sort of moron. The bumbling idiot Robertson creates is entirely incompatible with the character's persistently indissuadible will to learn.

Perhaps, too, the brilliant colour photography contributes to the exaggeration of the simple reality. There are two exceptions to this

criticism. The first is a remarkably sensitive recording of the mature love of Charly and Mrs. Kittridge. Here the camera's lens dwells on the muted golds, greens and browns of autumn at its ripest. This scene is equalled, if not surpassed, by the cut immediately preceding it - a discrete and excellent use of Christopher Chapman's split-screen technique to depict Charly's hastily compressed emotional development. It is hard to understand why this control over the camera was not exercised throughout the rest of the film.

### LACK OF CONTROL

Perhaps the lack of sensitivity in the role of Mrs. Kittridge adds to the dilemma. Claire Bloom is a remarkable actress and developed

her part exceptionally well considering its limits. However, had the character been written more fully, both Charly's emotional quandary and the intended nature of the theme would have become more implicit.

Whatever the case, the film 'CHARLY', although well done, and certainly enjoyable, somehow manages to give the impression of institutional propaganda. Rather than leaving an after-taste of human sensitivity, it leaves an artificially stimulated social consciousness.

It would seem that the film, in trying to outdo its script, has failed to make its own point - man's inherent inhumanity to his fellow.

More heed should have been paid to Charly's words: "Why is it that the very people who would never dream of laughing at a blind man or a cripple are the first to make fun of a moron?"

### WARMTH AND HOPE

Inexplicably my final impression of 'The Lion in Winter', its final 'message', the overall attitudes of all the characters, can be described in one sensation - an overpowering feeling of HOPE. There is a moment when Henry, lying spent on the floor of his wine-cellar says, "There is no hope." and Eleanor replies, "We are still alive - that is all the hope." From then until the end scene - one which I can guarantee you'll never forget - the unidentifiable warmth seeping out of the film is explicit. Political intrigue, viciously petty squabbles, power plays, all those unhappy, disturbing facts of living, are softened, muted, enveloped by that one, simple statement: "We're still alive - that's hope."

## Bates, Frankenheimer move 'The Fixer'

By LYNDA BEAUBIEN

Since the death of Cecil B. De Mille, the adjective, 'powerful' has been applied less frequently to movies. In the case of 'The Fixer', presently showing at the Towne Cinema, its use is unavoidable.

The theme alone is strong enough - anti-semitism in the 'modern' state of Czarist Russia. In the second decade of the 19th century, the laws of the country were dispassionate and just - providing you either subscribed to the ruler's particular religious bias or kept your place in the ghetto.

Jacob, the fixer, intruded upon this system by being at once a political and a follower of Spinoza's philosophy that a man must be true to himself. Because of his peculiar integrity, he unconsciously became a martyr to the Jewish 'cause', a fly in the sacrificial oil of the government and a cause celebre to the world at large.

His story, as told in the novel of the same name by Bernard Malamud, was sufficiently gripping to be awarded the Pulitzer Prize. Because I have not read the book, I cannot compare the two, but on the basis of the impact of the film,

I would imagine that the tale lost nothing in its transition.

The skilfully assembled cast includes Alan Bates in the title role, supported by Elizabeth Hartman, Dirk Bogarde, Georgia Brown, Carol White, Hugh Griffith, David Warner, and Canada's own William Hutt. Under the tempered direction of John Frankenheimer, they are at their best.

Alan Bates' intense characterization of Jacob never lapses into stereotyped heroics. If anything, his performance is most effective in its very understatement. The role is an extremely demanding one, calling for the subtlest suggestion of a man who, all unwillingly, has become a martyr-hero. His work as the fixer, is enough to convince one that the greatest actors of this day must surely come from a British theatrical background.

There are few other consistent roles in the movie. Most of the characters come and go as they touch Jacob's life. Elizabeth Hartman, the frustrated daughter of his employer, to whom he is obliged to make love, gives an excellent if underplayed sketch.

Perhaps the most interesting cha-

acter is the eccentric Minister of Justice, played to the hilt by David 'Morgan' Warner. Garbed entirely in white, attended constantly by scarlet liveried flunkies, his appearances are inevitably scene-stealers.

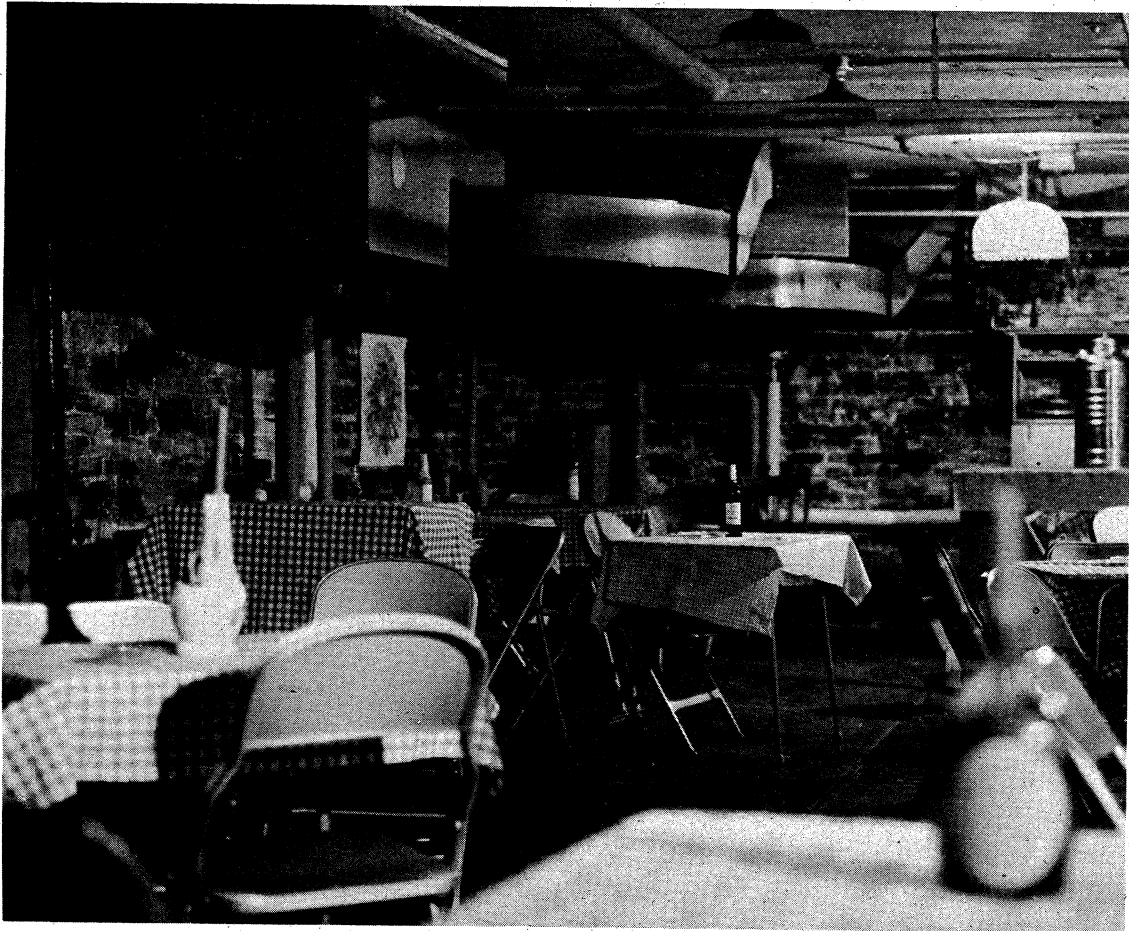
Frankenheimer's camera never errs moving from the bleakness and desolation of the Jewish ghetto in Kiev to the opulent surroundings of the Russian aristocracy, to a flashback of the lushness of a spring day, to the hopelessness of two years in a Russian dungeon, to the final stark, blinding sunlit day of Jacob's trial.

Supplementary to this visual achievement is the compatible music of Maurice Jarre. Without intruding, it enhances the story, especially emphasizing the pathos of Jacob's circumstances.

'The Fixer' is a movie which is demanding of its audience. You are captured and held for two hours of concentrated attention. The dialogue is so replete with intoxicating and philosophical one-liners that it requires virtually unobstructed reflection. The stamina necessary for such an exercise peters out at the film's end, leaving you physically and emotionally drained.



# ront



The Pipe Room is faltering again this year suffering from the usual disease of initial enthusiasm and then dropout due to awe of work.

## Lot going for Pipe Room but no one makes it go

By LIA TAMME

"A story on the Pipe Room? Now they're really scraping the bottom of the barrel!" That is the reaction from the head man of the Pipe Room, in Glendon Hall, Len McHardy, the Cultural Affairs Chairman.

What is wrong with the Pipe Room this year?

Here are some responses from Glendon student's when asked to comment on the Pipe Room:

"It was better last year. Unless you go down with a group of kids, it's no good, because people don't tend to break from a crowd and speak to strangers," says a third year girl.

"It could be improved," says Gabriel Mamane, a first year student. When asked what could be improved, he said "The people -- it needs more mature elements. People make the place - the people are cold. Otherwise it's a nice place."

Nancy MacInnis, a first year student says that she likes it. "It's the only thing happening on campus on weekends. But it is a failure because of the people - they're generally uninterested in anything but themselves."

John White, a first year student, complains that, "I never go. It's too expensive, not comfortable, and too crowded. We sat on cushions on the floor -- I'd rather go down-town."

A third year student, Paul Vandervet, confesses that "I never go because I'm too busy. Last year they had better folk singers. It should be better advertised."

An excited Tom Lederer gave this complaint: "It costs too much. It defeats the purpose for which it was originally created - namely, a place for kids to go and

just have a cup of coffee and talk to each other. Once I had to pay \$1.50 for doughnuts and coffee. ABSURD!!"

"It's a drag! Nothing going on. It's dull. It doesn't have a liquor licence." What about having draught? "An excellent idea! It should give a more informal atmosphere, and people would socialize more." A great suggestion from Paul Wrightman, first year student.

And to sum up the impression of the Pipe Room and Glendon in general by many people, comes this comment from a first year student, Ly Reiv: "It certainly isn't the epitome of sociability."

### GOOD APPLE CIDER

Why is the Pipe Room not all it could be? The students put the blame on the students themselves. Len McHardy says it could possibly be due to the lack of proper management. "We need more people interested in helping manage it." Where does the fault lie -- with the students, the management, or with the Pipe Room itself?

The Pipe Room has a lot of things going for it. It is a great place on-campus for an off-campus atmosphere. It has the same potential as the "Cock and Bull", the Pretzel Bell, or the "Place", (minus the booze, of course), for group gatherings, guitar playing, old-fashioned sing-alongs, card playing, and snacking. And rumour has it that the best apple cider around is to be found here.

The entertainment it offers varies -- poetry, readings, dramatic readings, records, folk singers, rock groups, underground films. It is now equipped with a new record player and an excel-

lent sound system. What more could anyone ask for?

Money should not be too much of a problem for Glendon students. The management tries to keep the Pipe Room without a cover charge, but at times they may charge a minimum - not to make money, but to keep them as much out of debt as possible (they are presently having financial problems).

The setting is perfect for a fun evening. The room is dim with candles, and low coloured lamps, some revolving, and tables reminiscent of French cafes. The counter girls are special imports from Europe. At times the Pipe Room has been known to entertain 150 people, at others as little as five. If it is a good night they will not close down until maybe 3:00 in the morning, but if it is a bad night they might close it a little earlier than the standard 1:00.

Even with all this going for it, the Pipe Room is not a success. The fault might be in the students. They very rarely open themselves up. Glendon is their school, but their social activities lie elsewhere - very little support is given to social affairs here.

Or maybe the fault lies with the management. There are too few people in Glendon who would support it enough to give the time and energy needed to manage something like the Pipe Room. Or maybe the Pipe Room just has not got that certain something that makes a place swing.

If you want to get your own impressions of the Pipe Room, go this Friday or Saturday night to hear live folk singing. It is in the basement of Glendon Hall.

photo by MICHALSKI

## Wakoski's muddled work

INSIDE THE BLOOD FACTORY

by Diane Wakoski,  
Doubleday & Co.,  
\$2.50

By P.G. SHAW

Contemporary American Poetry presents somewhat of a dilemma for the modern reader. This is especially so in the case of Canadian readers, since it would seem that with the exception of a handful of experts, few of us are really aware of what is happening in American Poetry today. One of the sources of this perplexity seems to be the segregation in recent years of contemporary U.S. writing into a number of recognizable schools, some relatively familiar, others not.

The initial difficulty in approaching the poetry of Diane Wakoski lies in the fact that she cannot be neatly pigeonholed in any particular school. In most cases this would be considered a virtue, but here the result tends more towards confusion than to understanding. Her poems give the impression of being pastiche, in the most pejorative sense of the word--ideal poetry for the reader who does not wish to make up his mind, or be forced to catalogue the merits of what he is reading.

### BOOK A PARADOX

However, this book is bound to make a strong impression among the readers of Undergraduate Poetry; it may possibly enjoy an even more fanatic popularity among the ranks of Undergraduate Poets, who are constantly on the lookout for stylists of superficial forcefulness to whom they can point in order to gain approval for their own unpracticed efforts. It is not difficult to imagine that Diane Wakoski may at one time have been an Undergraduate Poet, and it should be considered a misfortune that she has not yet quite overcome the experience.

And yet the paradox of this book is that it is neither entirely good nor bad, but a strange marriage of the two. When one learns to look past the more outlandish metaphors, there is an originality of expression and image that readily captures the mind. The trouble is that one's expectations are rarely fulfilled because of Miss Wakoski's inability to tie images together coherently to produce poems that succeed as a whole. The overall impression is of rambling inconsistency highlighted by sparks of inspiration. Perhaps the book is best consulted as an oracle, opened at random pages for lines such as:

"We thread needles with our thin bones  
and sew streets together  
trying to hold them in finger pockets."

or:

"water skimmers--their legs like the threads of your  
hair left on the pillow in the morning..."

### OBJECTIVE WRITING

On another level, however, INSIDE THE BLOOD FACTORY, in spite of its many flaws, functions unmistakably as an important sociological document of America in the Sixties. Wakoski has her finger on the pulse of the nation, and unlike so many of her contemporaries, rarely allows her vision to be clouded by the myopia of factional affiliations--racism, politics, the law-and-order syndrome--which have killed off so many promising American writers, from Mailer to LeRoi Jones.

Her view is objective, in the sense that used to be called journalistic; she can see tendencies in American life without getting sidetracked into drawing conclusions or making judgements. Some of this material--such as the search for an identity, both national and personal--has been flogged so openly by the mass media, that it is lightly annoying to come across it in poetry, somehow needlessly repetitive.

In the face of extensive social decay, American poets have tended in one of two basic directions, either to direct confrontation of the crisis (as has been the case with most recent Negro poetry), or a retreat into the dream-world of Neo-Romanticism. Wakoski touches on the fringes of the former, but lands squarely on her feet in the latter.

### MYTHS DON'T MIX

The backbone of her thought is the creation of a mythology, a mixture of the Classical Greek and Egyptian, the esoteric imagery of the Tarot Deck, American History, and a private cosmology which is, for the most part, frankly puzzling (who is 'The Man in the Silver Ferrari?'). To me, this blend of mythologies is unsuccessful--the union was a mismatch and ended in divorce.

Some of the poems have a distinct charm about them, such as "Rescue Poem", or "A Room Away from You." Some, like "King of Pentacles," are engagingly humorous. Others, "Ringless" for example, are downright silly.

Nevertheless, INSIDE THE BLOOD FACTORY is a collection worth reading.

# Parlons français avec f ou F

By ALAIN PICARD  
Le fait français s'affirmant de plus à Glendon, je me suis penché sur le domaine de l'enseignement de cette dite matière à l'intérieur des cours de français proprement dits pour la première année.

L'on voit, au dire de vieux routiniers du collège, une grande amélioration de la cause bilingue cette année comparativement aux années noires qu'ils ont connues. Dans cet optique essayons de voir si l'enseignement du français à Glendon est adéquat pour les canadiens

anglais car enfin de compte c'est à eux que revient une grande partie de défi, soit celui d'apprendre le français le mieux possible et surtout le plus vite possible.

Sans vouloir faire ici la critique destructive de l'enseignement du français à Glendon faisons quand même une critique qui, peut-être avec un peu de chance, servira plutôt à recréer, à remodeler un enseignement beaucoup plus adéquat pour les besoins et aussi ce qui est quand même très important, aux aspirations de nos confrères anglophones. A l'intérieur de ce sys-

tème d'enseignement du français à Glendon, qui est souvent compliqué, nous pouvons constater que le département a à sa disposition un personnel autrement qualifié dans le domaine et qui réussit à nous pourvoir d'un système très bon dans l'ensemble.

Mais comme dans toute organisation, système ou entreprise, il y a toujours du nouveau à apporter par des modifications mieux adaptées à l'évolution du contexte particulier dans lequel ils évoluent. De même Glendon bilingue doit aller de l'avant et essayer de corriger certaines lacunes qui se laissent sentir souvent et spécialement dans le domaine de l'enseignement de la grammaire stylistique de nos cours.

En fait il n'y a pas de cours proprement dit d'enseignement de la grammaire et c'est peut-être là la lacune; mais de toute façon feuilletons de plus près ce livre que l'on utilise souvent pour enseigner le français au Canada: "Le langage de la France Moderne", que l'on emploie à Glendon.

En soi le livre est très bon; mais je crois que comme dans toute chose nous devons en prendre une partie et en laisser une autre, et dans ce cas-ci, on peut dire que l'application de ce point de vue doit être appliquée.

C'est justement à ceux qui, comme à la petite école, aiment suivre le livre mot à mot pour tout prendre du livre mais en fait perdent tout, que je m'en prend; je crois qu'il est normal qu'un professeur use un tant soit peu de son initiative et qu'il n'oblige pas

"Le fait est tel qu'avant l'examen l'élève mémorise une multitude d'inutilités qu'il ne comprend souvent pas..."

les élèves à apprendre des expressions qu'ils n'utiliseront jamais de leur vie sauf s'ils veulent paraître ridicules ou pédants.

Le fait est tel qu'avant l'examen l'élève mémorise une multitude d'inutilités qu'il ne comprend souvent pas et qu'une fois l'examen fini il oublie tout et ne veut plus rien savoir.

C'est justement ce sentiment de dégoût qui se fait sentir chez plusieurs anglophones qui peut-être nefaste pour Glendon, en sens que plusieurs en ont maré, comme diraient nos parisiens, de ce bourrage de cra-

ne. Ce sont des expressions comme: un gosier bloqué à tournevis, un gars de ch'nord, ou encore ils s'entraînent à l'automachie, ou les mininettes se servent de leurs petites jupes comme mulettes, qui leurs ferment justement le gosier à tournevis et ne sont plus capables d'ingurgiter de cette matière que leurs donnent les gars de ch'nord.

Nous nous devons d'essayer au moins de moderniser nos institutions et quoiqu'une aile conservatrice soit nécessaire nous ne pouvons lui laisser prendre les cordons d'un domaine aussi important spécialement à Glendon Collège qui se veut et se dit libéral.

Il n'est pas question d'enlever l'utilisation de ce livre si on ne sait pas par quoi le remplacer ce qui semble être le cas, mais plutôt de savoir l'adapter aux circonstances.

En somme ceux qui se plaignent de la manière dont la balle rebondit sont d'habitude ceux qui l'ont laissée tomber et je ne crois pas au destin qui frappe les hommes quoi qu'ils fassent, mais je crois au destin les frappe quand ils n'assent pas--agissons bien.

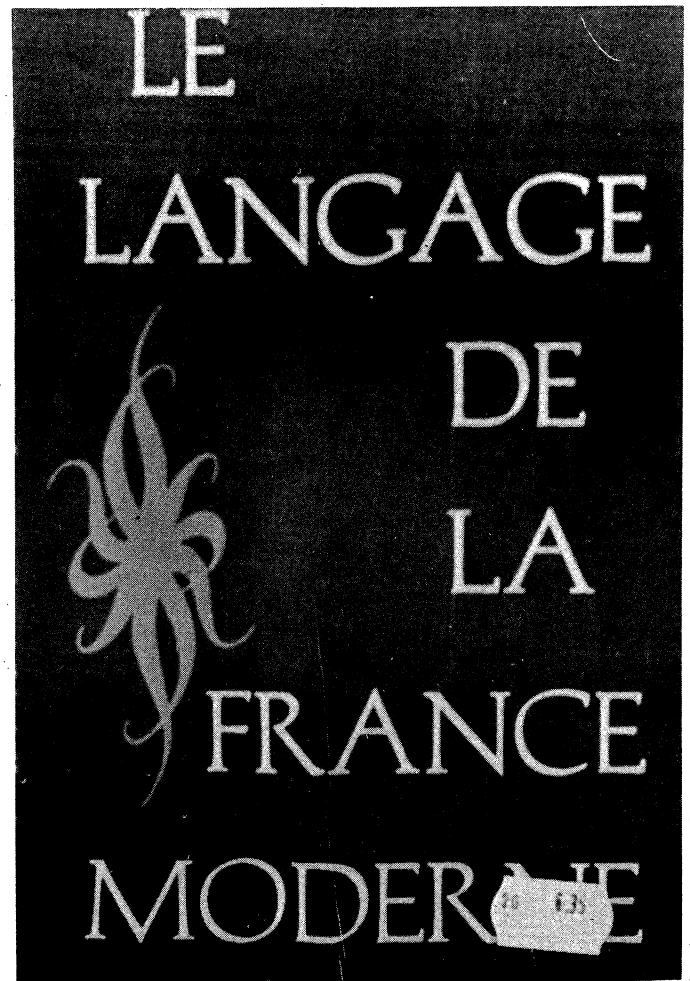


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YOU MAY BE ELIGIBLE



# Strikers fighting Thomson need help now

By ANDY MICHALSKI

If he's a first year reporter on the Peterborough Examiner, he'll make as low as \$50 a week. If he's a good reporter with six years experience, he might hit a top salary of \$117 a week. If he loses his fight against multi-millionaire newspaper baron Lord Roy Thomson of Fleet, those will be his pay conditions.

## LOWER SALARIES

The editorial staff and reporters of the Examiner have been on strike since November of last year.

Before the contract ex-

pired last year, salaries ranged from \$85 per week for a junior reporter, to \$120 per week for a fully experienced reporter. In an age of three per cent annual inflation, Thomson is offering lower salaries than those offered before.

Local support for the strikers has been hampered by the fact that except for one local radio station, all media in the area is Thomson owned (the Examiner was independent until this past June).

To counter this, the newly formed Peterborough Free Press (run for the most p-

art by two guild members and a few university students) comes out bi-weekly with 12 to 16 page editions expressing views of the opposition as well as local news and sports scores which are no longer given to the Examiner.

At first, almost all of the Free Press' advertising came from the unions. Although it has begun to diversify with support from a real estate firm, lawyers, and other smaller sources, little headway has been made against those who, for business reasons, wish to remain neutral in the dispute. Four to five thousand copies are sold, mainly on the street.

## CIRCULATION CUT

Direct opposition to the Examiner is going on but not well enough. Although circulation has dropped over 10 per cent (from 27,000 to 24,000) and advertising substantially cut, this has been offset by reduced running costs by only employing a skeleton staff. Th-

erefore, the paper remains adamant against conciliatory talks.

On December 31, nine members of the Progressive Conservative, Liberal, and New Democratic Parties issued a statement in the Toronto Star suggesting that because the paper's profit had not changed while the employees' salaries had been cut over the two month strike, residents should cancel advertising and end their subscriptions. Only then, with equal pressure on both sides would talks begin.

University students from Glendon, Waterloo, Toronto, Ottawa, Queen's and York have helped to man the picket lines of the 23 strikers several times since the middle of November.

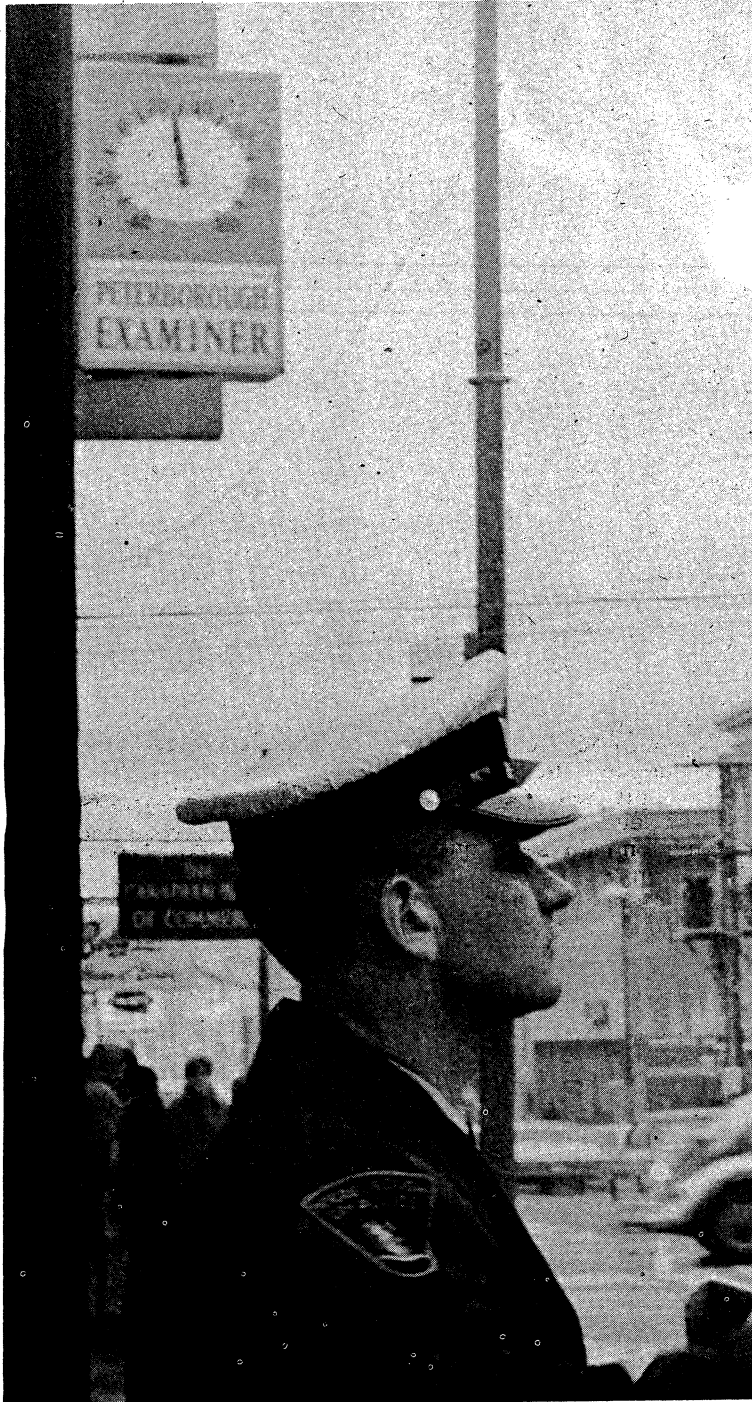
The Ontario Union of S-

tudents is calling students for three days of intensive participation this weekend, January 15 - 17. The buses will leave OUS headquarters (44 St. George Street) at 8:00 p.m. each evening. Some students are expected to remain during the entire period, in which case they will be bringing their own sleeping bags; but the majority are to return the following afternoon that they arrived.

Shifts on the picket lines will be broken by seminars, lectures, and films on the history, aims and aspirations of the labour movement.

With this push, it is hoped that greater and wider support will be brought about for the strikers in their battle to get to a fair bargaining table.

**BUSES FOR STUDENTS LEAVING FOR  
PETERBOROUGH PICKET LINES  
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Police have been active in breaking up picket lines. They have arrested several picketers.

## Coming obituary

# Lord Thomson: Economist & Patriot

Reprinted from PUNCH

We record with regret the death by starvation of Lord Thomson of Fleet. He was one of the several hundred thousand victims of the great Thames Valley famine.

Roy Thomson was born in Canada in 1894, and almost at once dedicated himself to what was to remain his goal throughout his long life -- the acquisition of wealth, single-minded and simple-minded, at all costs. By the time he moved to England in the mid fifties he was the owner of more newspapers than any living man.

Like Wittgenstein, Thomson never wrote down a coherent summary of his views, preferring the pithless apophthegm. All the essentials of his economic theory can be discovered in 'The Wit and Wisdom OF Roy Thomson', published by Leslie Frewin in 1972. From Zen Buddhism he took the technique of the self-contradictory analysis, for instance: "I am horrified by the number of newspapers which may be put out of business by television...I am anxious to invest more in commercial television because it is good business". From the early Fathers he borrowed the technique of holy ignorance: "Why should people pay five pounds for a licence to watch the BBC when they can watch ITV for nothing?"

It should have been no surprise (though it was) when Thomson became Chancellor of the Exchequer in the Enoch Powell government of 1974. His theories coincided happily with the Prime Minister's, except

for the gloss of intellectual respectability which Powell managed to apply even to his least rational remarks.

Thomson lost no time in putting into practice his slogan "Why pay taxes when advertising will pay for everything?"

It is difficult for our younger readers - those who can read - to imagine a time when schoolbooks looked like something different from a cereal packet, when the Brigade of Guards paraded without sandwichboards, when patients woke from anaesthetics to find their torsos had not been tattooed with advertisements. Any media which could not pay their way, such as plain clothes police, were immediately scrapped. So, of course were all the forms of public expenditure whose profits could not be immediately shown in a balance book--farm subsidies, nature preservation, overseas aid, regional planning grants and a host of other drains on the Exchequer. The period of 'Creative chaos' (Powell's phrase) was described by its authors as likely to last for "weeks rather than months".

The chaos is still with us, though the Powell government fell in the period in question.

Thomson, true to his genius, spent the rest of his life trying to acquire the three British organs which had not ceased publication in the general collapse, (Mental Health, The Waste Trade Review and Punch). He was anxious to be able to boast once more that he gave his editors full independence, provided they made a profit.

## A message from the lines

# The Industrial Workers of the World

We are a group of people who have come together as Industrial Union 620, Education Workers of the IWW. We have been asked to come to Peterborough by the Toronto Newspaper Guild to help the workers of the Examiner win this strike.

What is happening here in Peterborough is a very common situation. The details here are clear. The striking workers at the Examiner see that their problems do not originate at their place of employment but stem from the organization of a personal empire: an empire organized not for the benefit of those who work for it, but solely for the benefit of one man.

If we carry this analysis one step farther and look at the nature of modern day industrial organization, we find that there are many Lord Thomsons-men who massively reap the benefit of other people's work.

There individuals have essentially the same interests at heart-the preservation and expansion of the empires they control. Similarly, the people who form the tools for that expansion and preservation, the workers, have a common interest which stands in opposition to that of the owners.

The workers' interest is concerned with the pre-

servation of his right which in the process of profit-making get trampled by the boss. Workers' desire for rights will always be opposed by the profit-needs of the boss.

Trade unions have recognized this is the case but they have been unable to fully develop an organization, to effectively fight for the rights of labour. Craft unions simply cannot cope with the power of the management. Although the craft organization may have the power of the shop behind it, the owner has the power of national and international capital as well as a rigged legal system.

It can then be seen that the problems of the worker do not originate at his place of employment but rather are due to the national and international organization of capital in industry.

Not only do craft unions fail to adequately protect the rights of the worker, but they are often used by the employers as a device to pit one group of workers against another in the interest of management (witness the use of this tactic by the Thomson trust which throws the typesetters against the reporters, thereby dividing labour and strengthening management's position.)

Working people everywhere-people who have a common interest in opposition to the employer must

begin to explore new forms of representative organization.

We of the IWW see an alternative in militant industrial unionism and the concept of the One Big Union.

If workers form an industrial union organization, where an injury to one becomes an injury to all, no employer could force one group of workers against another, for action would be put on an industry-wide scale. Furthermore, workers everywhere would be part of the One Big Union which would be labour's answer to international corporate capital.

Although many skilled workers in Canada have enjoyed high wages in the recent past, real wages (buying power) have generally declined due to the increase of wage-taxation and inflation.

Further, the instability of the international monetary scene offers an ominous premonition of future crisis.

If working people are to combat these trends, they must be prepared to look for more effective forms of organization.

For more information from and about the IWW call IWW 519-744-6111 Ext. 3445 or write c/o Chevron, University of Waterloo.

# sports

## Shinny players complain O'Leary complains... ..Scanlan investigates

### Basketballers beaten

Before Christmas, the Glendon women's volleyball team captured the intercollege championship to the surprise of everyone including their coach, and rumour now has it that the women's basketball teams at the main campus are out for sweet revenge.

In the first game of the intercollege basketball schedule, played last Wednesday, Founders College did their part by defeating a good but inexperienced Glendon club by a mere point.

Glendon, having had no practices prior to this game, was down 8-0 at the half, but in the amazing disorganized fashion which has become characteristic of the women's teams this year, Glendon came back to take the lead in the third quarter 9-8. Unfortunately the team seemed to tire in the closing minutes of the game and Founders was able to squeak by with the victory, the final score being 12-11.

Now that the Glendon team has acquired a competent coach in Paul Westlake, it is highly unlikely that the team will lose any of their remaining games. The teams at the main campus would be well advised to prepare themselves for another Glendon intercollege victory.

In women's intramural basketball last week, 3&4 beat 1&2 by 20-0, and B House by 6-2. E House, however, looks to be the team to beat, as they racked up two wins, including a 10-3 win over 3&4. Play continues this Thursday at 1:15.

### Get in the swim

The marathon swim begins last Monday (if you hurry you can still make it) and continues until January 31. Points will be awarded to any man completing 100 lengths of the pool, or any woman completing 50 lengths.

To compete, simply give your name to the lifeguard during any public swimming period, and have him or her mark your total down. Since the lifeguard will usually be too busy to keep count of swimmers' lengths, the honour system will be in effect when you tell the lifeguard your total.

There are no specifications as to the methods to be used. You may swim as slow or as fast as you wish, using any stroke. If you wish you can even float on your back from end to end. You can rest as long as you like between lengths; however, walking is a no-no (on the bottom, that is).

The record for this event was established last year by Kerry McCauley of A House, who swam 2160 lengths, or over 30 miles.

### Roote gets seven

In intramural hockey, four teams are tied for first place, with the three day student teams having identical 4-1 records, and C House playing one more game for a 4-2 mark.

2nd year ran up the biggest total of the season, eradicating E House 12-0, as Pat Flynn scored five times, John Vernon four times, and the Masked Beaver, Parker Liddle, got the shutout. D House came close to that mark, beating the Axemen 11-0 with Dave Roote scoring seven times and John Pierce getting the shutout. C House handed 2nd year their only loss of the season, as Doug Newson shut them out 1-0, while Bob McMurrich scored the goal.

The Ancients creamed E House 11-1 as Phil Jones hit for four goals, and Bob Fenton and Tony Tilley scored twice. E House got revenge by bombarding B House 10-3; Mike Eisen had four goals, Dave O'Leary 3, and Andy Michalski 2 for E, while Bill Rutledge replied, "Two goals have I!" for B.

Ye Greene Machine squeaked by D 2-1, the winning goal being scored by Jacques Phaneuf (a southern expression meaning 'fair enough'); the C men followed this up with a 7-2 win over B House, with Henry Wood, Charlie Stedman, and Fair enough scoring twice. We are unable to give you the names of B House's scorers as our secret courier was devoured by the Serpent of the Don.

1st year rode Roughshod (a Queen's Plate favourite out of Nono Pill by Hot Hooves) over the Axemen 10-2; Bill Wade got the chapeau trick and Terry Irie tallied twice. The 2nd year Beavers topped D 3-1, Fraser McTavish getting the winner.

And here is a late hockey score: Montreal Maroons 5, Brooklyn Americans 2.

### Venerable vets victors

Those ageless phenomenons, the 3&4 year men's basketball team, continued to astound medical science last week by racking up two more wins over their younger opponents. One team member, when asked the secret of their seemingly eternal youth, replied, "I don't know, but I have a portrait in my attic that died last year."

The Pensioners slaughtered C House 50-5 as Rick Menear scored 18 and Rod Major hit for 12. They followed this up with a 63-18 romp over 1st year, as Menear moved into the league scoring lead with a season-high 24 points.

E House remained undefeated by beating 2nd year 35-21, with Don Sugden scoring 12 for the winners and Paul Westlake 14 for the others (i.e. losers). A House had two victories, beating the sophs 31-15 thanks to Bob Gibson's 12 points, and axeing D House 22-15 despite an 11 point performance by D's Ron Maltin. B House are also still undefeated after bombing Ye Greene Machine 33-12. Leading the way for the sons of B were Graham Muir with 14 and Bob Edwards with 12 (points).

Dear Sir:

When will the athletic heroes of Glendon College grow up? Monday night's intramural hockey schedule was cancelled because of too much snow on the rink to the tune of a great deal of b---ing and groaning.

Blaming the convener or the athletic director or the caretakers does not change even slightly the fact that university authorities consider the clearing of campus roads and parking lots to be a lot more important than cleaning off an ice rink so that a few students can play hockey.

I don't know whether or not students, while playing children's games, feel obliged to act like children, but I would hate to think that they behave this way all the time.

Dave O'Leary G II

John Ryan, assistant head co-ordinator of equipment and/or facilities would venture no word on the matter for fear of losing his job. Mike Salter, athletic director, was mildly sympathetic.

Dave (Clarence Campbell) O'Leary, our venerable commissioner, threw his hands up in the air and was quite irate at the players' cynical attitude (they were b---ing), to the point of sending a nasty letter to the sports editor. Finally the players themselves were red-faced and uptight and did indeed 'b---'.

What's all the fuss about? Well, it seems that twice now, the latest last Monday, games have been cancelled at the last moment with absolutely no warning or communication being conveyed to the players involved. In one case it left players remaining at school the entire day

(oh the pain), rushing through or missing supper altogether (worse still) and then scurrying down the stairs only to find the ice 'unsuitable' for play.

Salter explained that the rink workmen were not under his jurisdiction and that the schedule had to be worked in conjunction with the physical plant. In the event of heavy snowfall he said, the steps and parking lot naturally took priority. Fine.

But why can't some decision be made to let the players know if the game is to be played or not? Ultimately the decision falls on Mr. Bevan of the physical plant; but he can't very well predict the weather and assure that the rink will be cleared in time.

(This reporter got dizzy just watching everybody pass the buck.)

UP TO O'LEARY

So it's up to Dave O'Leary to take a firmer stand and make that decision. Or at least let the players know that the situation is not yet certain, and that there is the possibility of cancellation, with assurance that when the final word is reached, it will be tacked up on that bulletin board. As far as the players are concerned, a barren bulletin board spells a big 'yes' the game is on.

Last Monday Dave checked the ice at 10:00 and at 1:00, and got no negative reaction from the power plant. Finally at 3:45 he got word that the ice would be ready for the 5:00 game but that the 4:00 would have to be re-scheduled. Actually he didn't deserve the haranguing he got.

This kind of debauchery has been going on for four years now. The obvious solution seems to be... do it yourselves. However, due to the makeup of the rink, which makes snow removal by hand difficult, this is not always feasible (and even that requires permission from above). With 38 more games to go plus the playoffs, our convener will be even more hesitant about cancelling a game.

All a player can do is watch that bulletin board. Even if it's still up in the air, Mr. O'Leary should at least let the players know that and ease the pressure a bit. It's rushing down there fully expecting to play and getting a cancellation slapped in your face that really cuts.

Better get out the band-aids.

### Team unit leaders

Leading Hockey Scorers

(as of January 8)

- Bill Rutledge-B-10
- Dave Roote-D-10
- Bob Fenton-3&4-7
- Phil Jones-3&4-7
- Joe McDonald-D-7
- Bruce Lee-1-6
- John Vernon-2-6
- Larry Scanlan-2-6

Leading Basketball Scorers

(as of January 8)

- Paul Westlake-2-44
- Rod Major-3&4-38
- Rick Menear-3&4-37
- Mike Faye-3&4-37
- Bob Edwards-B-26
- Rick McKenzie-C-25
- Bill Rowe-A-24
- Graham Muir-B-24

#### ATHLETE OF THE WEEK

MURRAY SHIELDS

of first year beat Henry Wood of C House to win the intermural novice squash tournament

### Intermural leaders

GLENDON CUP (MEN)

- C House-1970
- 1st year-1310
- 2nd year-1155
- 3&4 year-1050
- B House-915
- E House-745
- D House-660
- A House-640

GLENDON SHIELD (women)

- 3&4 year-575
- B House-545
- E House-420
- F House-385
- D House-300
- 2nd year-245
- A&C House-0
- 1st year-0

### Athletics Reps Wanted

Student council elections are coming up in a few weeks time. At the present time no one has indicated to Mike Salter or Martha Seban that he or she will be running for men's or women's athletic rep.

This year's representatives, Sandi Stevens and Roy Hanna, have done an excellent job of coordinating the intramural program at Glendon, adding many new events such as Pajama Games to

give added enjoyment to all those participating in this year's program.

Anyone interested in running for athletic rep should contact Mike Patten of the student council for details concerning nomination procedure. The election is open to students of all political leanings, although anti-sportsie subversives are hereby warned that they are being watched by the House Committee on Unsportsie Activities.

### Quebec trip

De nouveau cette annee un voyage est organise pour les etudiants de Glendon College afin de leur permettre de voir le fameux Carnaval d'hiver de Quebec.

Vous pouvez faire votre criscrition jusqu'au 20 janvier. Si vous voulez venir, donnez votre nom le plus vite possible a Alain Picard, C-103, ou Renault Marier, E-307.

GENERAL MEETING  
TODAY 1:00 O.D.H.

TAKE HEART!  
There are now only

88

days left until the Montreal Expos' first home game.



# Interview

with

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By TERRY KELLY

While I was waiting to interview George Chuvalo at Ear (Sully) Sullivan's Toronto Athletic Club I thought of the old Lakeview Athletic Club where Chuvalo had started to fight.

We used to go there in the afternoons after our Saturday morning boxing lessons at the Recreation Center to watch the fighters working. Both Sullivan's and the Lakeview have been used as training headquarters by Chuvalo.

## LOOKING TO 'THE TITLE'

Chuvalo fought his first professional fight in 1956. He won the Jack Dempsey heavyweight tournament, the youngest fighter ever to win it. In a profession when the best usually have 10 good years Chuvalo is still fighting, and it looks like he is at his peak, with one last good run at the championship that has eluded him for so long.

He has had bad luck with managers and when he was younger no one showed him how to box. He'd take three to give one, just bang away with his strength. A bad press followed him. Some said he was washed up after the Clay fight, a block of wood, a punching bag. Yet Angelo Dundee (Clay's manager) said that Chuvalo was underrated, he was the first man ever to go 15 rounds with the champion, that Clay had to dance for fear George would tag him, and that Chuvalo would hurt Clay.

Chuvalo was just named 'Fighter of the month' by Ring Magazine for December because of his fifth-round knockout of Manuel Ramos in New York's Madison Square Garden.

Now George Chuvalo has plastic under his right eye, a new manager and trainer, a few big paydays, and a last chance to be heavyweight champion of the world. I heard it referred to as 'the Title'.

"Do you know how much money that is?", Chuvalo's manager, Irving Ungerman asked, "I'd cut three years off my life for George to win the title."

'The Title' has been Chuvalo's goal since he first started fighting, when he saw the money and wanted 'to climb on the gravy train' because of that and because he liked to fight. "I liked it better than anything I've ever done."

Max Kadin is Chuvalo's trainer, a small man with a large, pored, tanned face, who looked like he had

once been a fighter. The sparring partner is Dick Wiperman, a workman whose face is the archetype of a fighter's, heavy ridges over his eyes, no upper teeth, a doubly broken nose.

I asked Kadin how he thinks Chuvalo will do against Buster Mathis, who he fights in February in New York. If he can get by Mathis he will get a crack at Jimmy Ellis and the title.

"If George is in good shape he should knock him out," Max said, "We're going to the mountains Thursday. If he gets by Mathis he'll kill Ellis. Ellis is only 200 pounds and he can't move but if George isn't ready he'll take a beating."

"I like the way he's movin' ", Kadin continued, "He's throwin' more punches. I remember when I first came up here. All George did was bang away at that heavy bag, drop his arms and bang bang. There was too much emphasis on how George could take it. The name of the game is hit and not get hit. He used to take too much to give one."

## SWEATING IT OUT

While his hands were getting taped Chuvalo hummed "Are you lonesome tonight?". He looked much younger than his actual 32. KUTSCHER'S was written across the front of his very clean, very tight T-shirt. It looked as if he were standing erect with his stomach pulled in, yet he does not have a barrel chest. He is not out of proportion in any way except perhaps his arms. They looked somewhat swollen yet they were not thick or heavy and the muscles were smooth and defined. Later when he was boxing the vein pushed out in an irregular blue line on neck and forearms.

After his fists were taped, which took about ten minutes, Max smeared vaseline on his face, over his eyes and on his upper arms. George moved around quickly, shadow boxing, still singing. He walked off the balls of his feet and his movement as he threw punches in the air was a very quick shuffle. He moved across the floor very quickly, with his helmet on, his face changed. It was flat and greasy, the mouthpiece protruding, leaving no room for expression. His eyes seemed narrow, framed by the black leather of the helmet and his heavy cheekbones and eyebrows.

He sparred three rounds with Wiperman. Chuvalo stands straight when he boxes. Wiperman boxes from a crouch. Chuvalo outclassed him.

After each round Wiperman walked around the ring, breathing very heavily. He belched loudly twice. Chuvalo went to his corner and listened as Kadin talked to him, saying much the same things he said as they were sparring.

"Let's see more of those jabs. Don't go back in a straight line. Don't drop 'em. Let's see that overhand right. He's a tall man, you're going to have to reach for him."

After three rounds of sparring Chuvalo's T-shirt was grey with sweat. He punched the heavy bag two rounds, hit the light bag for three. Throwing combinations he expelled air with each shot, an explosive hug! hug! from the diaphragm.

Max turned to me. "He doesn't look as good to-day."

Ten rounds of training, sixty sit-ups, some leg raises and he was finished.

I went into the small, dim dress-finished. George was sitting on a bench, his back against the wall. I told Chuvalo who I was. He looked straight at me, and nodded very slightly, very quickly.

"What'd you say your first name was? Just so I know your first name."

Chuvalo's face is smooth. There didn't seem to be any lines on it. It looked very square, like a milk jug. There are scars on the bridge of his nose and under his right eye.

## 'A FIGHTER, NOT A BOXER'

"You said that you hoped your kids wouldn't become fighters, at least that's what I read."

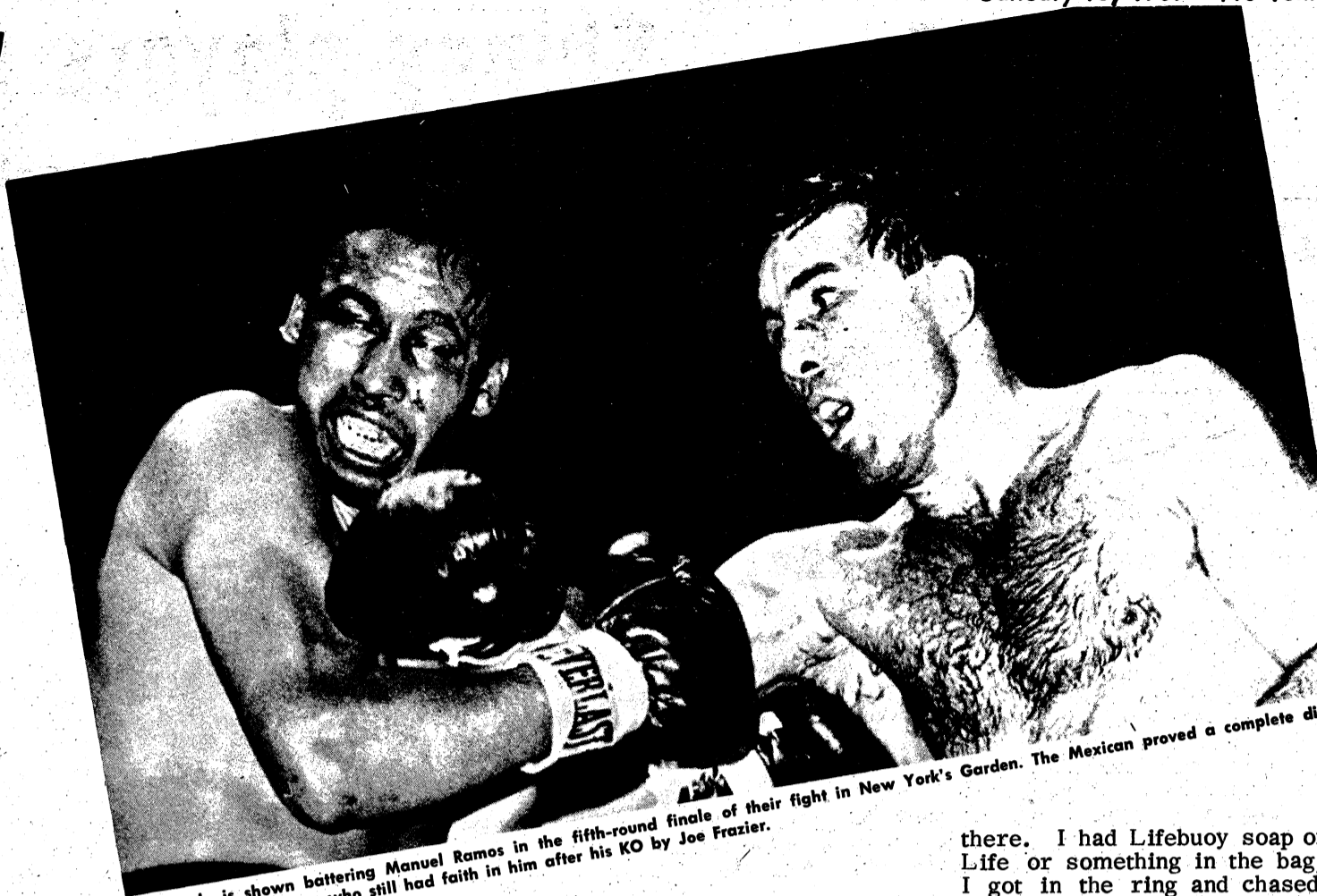
"Well, you have to come from a tough background to make it. I had no other choice really, I could have continued my education but I didn't. But it's not like a doctor or lawyer, once you have your degree, you've made it. Thousands of fighters don't make it. I like fighting. I still consider myself a fighter and not a boxer."

"What was the truth about that story of you and Clay in Miami?"

"You mean when I got dressed up like an old lady?", Chuvalo smiled. He looked at the others. When he smiled, everyone did.

"I guess so, I didn't read about that."

"Well, it was before Clay was champion. He said that I fought like an old washerwoman, so I got a costume. I didn't have a manager then, I was afraid of managers, so I had to borrow the money, I didn't have the cakes, and I went up



Chuvalo is shown battering Manuel Ramos in the fifth-round finale of their fight in New York's Garden. The Mexican proved a complete disappointment to those who still had faith in him after his KO by Joe Frazier.

there. I had Lifebuoy soap or Sun Life or something in the bag, and I got in the ring and chased him around. He didn't know what was happening and started yelling, 'Hollywood's trying to frame me', but I pulled the contract out of my bag and he knew what it was all about."

Kadin came in with a hot lemonade for George and sat on the rubbing table.

"How do you feel before a fight, do you get very nervous?"

"It's because there's so much at stake that you get so damn nervous. It's not like an amateur sport when you can say, 'Oh well, next time I'll try to improve.' In boxing your future depends on how you do. No matter what you do, go to a movie, it's always at the back of your mind, but I'd rather be up for a fight. I always done better at the fights I was up for. You're more alert."

## 'MONEY, GLORY . . . .

## OR YOUR GIRLFRIEND'

"You mean there is no such thing as a choke in boxing?"

"Hoo, I've seen fighters who looked like the world's champion in the gym, but get them in the ring and that's it."

"Yeah," Max interjected, "There are guys who'll kill you when they're hittin' you but once they're hit, useless. Gym fighters."

"When you're fighting, do you want to hurt, do you hate the man you're fighting?"

"Well, it's a false emotion, that's about the only way to explain it, you want to bash the guy, he stands in the way of what you want, whether it's money, glory or, he smiled, "whether your girlfriend will like you better."

"What happened to your eye?"

Chuvalo explained at great length that what he had was a blow out fracture. His eye was hurt sparring before the fight, it was sticking out, and when he was hit, the floor supporting the eyeball broke. It is not a crushed cheekbone and the optic floor has since been replaced with fiberglass.

"You mean your eyes can't really get hurt in boxing?"

"Oh yes, I know guys with detached retines, and scar tissue builds up."

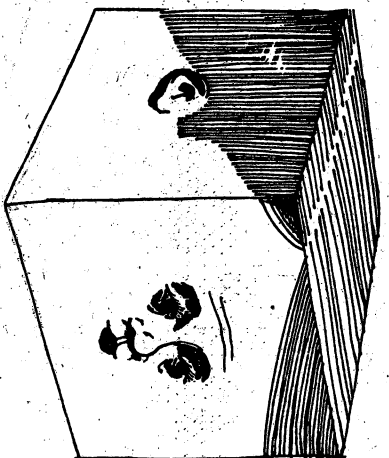
"Aren't you afraid of going blind, getting punchy?"

"The guy with the detached retina, got a thumb in his eye. Sure there are punchy guys, but only a very few get that way. You can get the same thing from football if you receive a head injury." He paused and smiled, "I'm not saying head punches do you any good."

"Is there anything more?", he asked me. I said there wasn't, then Chuvalo asked what I was taking, and what that entitled me to do. I told him English.

"What will you do, become a journalist?"

"I don't think so."



# The university game

You ask a prof who believes "Students should be rarely seen and never heard" a question—go back to one.

You sign up for your courses thinking they will be just what you've always wanted—go back to one.

You join the PRO TEM — free roll; this is a biased game.

You decide to live at home — back to one.

You take up residence in an apartment—back to one.

You find you're in a double when you paid for a single—lose one turn.

You believe principal's opening speech—lose 1 turn.

Computer can't find your card — lose 2 turns.

Registrar can't find your file — back to one.

Freshman gets a good "mother" and orientation turns him on — roll again.

Freshman arrives on campus — mind almost totally destroyed by highschool — the "freedom" of university his only remaining hope. — Good luck

Start — spend \$1800

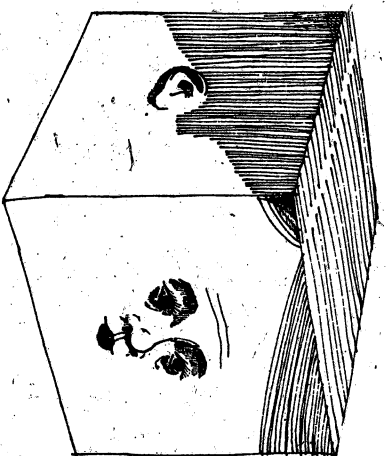
You find a prof who is really interesting and can present the subject well — extra roll.

You fail to submit your subject change-slip to the computer before the time limit is up — lose a turn.

You discover after four weeks nothing you are studying has any real value or relevance to life — extra roll.

You read one of those ridiculously long feature articles in PRO TEM and find out just how bad your mind has been f\*\*\*\* by your previous education — extra roll.

A professor calls you by name and you're thrilled — lose a turn.



You or your girl friend get pregnant — drop out of game.

You learn how to play bridge — lose one turn.

You plagiarize an essay from your prof's doctoral thesis and get an A-two extra rolls.

The government calls back your loan because your father reported he was making \$4.129.00 and he's really making \$4.200.00. They are magnanimous and don't take

You start reading Marcuse and Sorel—extra roll.

You're still attending church looking for the answers to modern man's problems in orthodox religion — you're a Quaker — lose one turn.

You lose your virginity — rather late in the game for that sort of thing — lose one turn.

You start getting mad not only about your personal problems but about those of your fellow students as well — take two extra turns.

You get mad and participate in a sit-in on a question the admin hasn't dealt with for five years. Reid refuses to negotiate "with a gun to my head". Also a standard square.

Principal gives you nice liberal answer which means "Give it time", or "We're dealing with that". Nothing unusual about this square.

# PRO

Volume VIII, Numero 15

For

START