B. B. King has been singing the blues for a living for twenty-one years. The better times he played auditoriums, but mostly it was little clubs for an all black audience on the "chilllin" circuit. He has averaged from 80,000 to 100,000 miles a year in places like Twist Arkansas. Some club dates, but mostly one night stands.

Last Monday B. B. made his first Canadian appearance at the Grand Theatre in Kingston. I drove down to see him in Buddy Guy's bus. The rest of Buddy Guy's Chicago blues band stayed in Toronto. They got paid on Mondays.

B. B. is from the Mississippi delta. He worked chopping cotton and driving a tractor on a plantation that had 10,000 acres in cultivation. He "didn't dig that." When he was 14 he started trying the guitar. Sonny Boy Williamson got B. B., started as a disc jockey, playing what B. B. said was then called race music, and is now called R. and B. or soul.

COULDN'T PLAY FOR WHITES

Before he was afraid to play the blues, raw and uncut for a white audience, "ashamed to play the blues for white people the way blacks feel it."

"Now let's suppose there's three of us standing here. White. He's Chinese, you're white, and I'm black.

Now he likes to eat chop suey, you eat steakks and where I'm from, the south, we eat hogs, you know, pigs ears." B.B. smiled, "Now I'm afraid to offer you some because I think you might not like it. Well it's the same with the blues. I felt that if I sang the way I feel the white audience wouldn't understand. The blues is feeling. Blues singers sing about anything that concerns them. Money, women, life. I sing about anything that disturbs me of makes me happy. Before the guys who made it changed, he wasn't himself, but now we can be ourselves and give what we have to offer freely.

"I'm done now what I've been doing for years and I'm starting to feel comfortable. I'm playing the same and I'm not afraid of mistakes, as long as I get a response, like to-night. But I still get a bit nervous, that's when I take a drink. His speaking voice is much softer than the face twisting strength of his voice when he's drunk. Buddy Guy says they are finally giving it up, but the chance he deserves. He told me in the bus as we were driving down. 'In the back seat someone was talking about 'ego trips.' Well, according to Buddy, the worst trip you can make is to the west coast. You can play cards and drink in a car only so long. If you drive 1100 miles and look up and it says 'Frisco' 1100 miles, it just makes you sick man."

But Dave the driver said, "If you can keep yourself laughing, you can forget about this hard travellin.' So they forgot about the 405 and the South and the bus and we reached the Grand Theatre in Kingston.

'TELLIN' IT LIKE IT IS'

The Grand Theatre has been done over and it is a new red carpet, and in the dressing room there are only a few handprints on the white plaster.

We waited backstage for B. B. to show up and play his blues.

What are the blues? Well the blues have more "soul expression" more true feeling. Technically I don't know what I'm talking about, except that they are 12 repeated bars with certain common chords. Buddy Guy says, "The blues is feeling. I guess the main difference between R. & B (Rhythm and Blues) or soul music, is fast and slow. B. & B is rushing, drivin' too much, the blues takes time. The lyrical means more, there is less rushing, wearin' it into you. It's a guy takin' his time, tellin' it like it is."

People like B. B., King and Buddy Guy have gained recognition because groups like the rolling stones and guitarists like Mike Bloomfield recognized them as their source. If you listen to Buddy Guy and Jimmy Hendrix you'll notice a similarity.

B. B. says he doesn't know if what they said is true but he is glad they said it. He got off the circuit and into places where people listen. They don't drink, yell requests or "tag their old lady" because the song reminds them of something she did.

Before when B. B. had a hit he meant a hit in every black community but because of the underground, beatоnik facin, they can play anything from Bach to B. B. King the white kids heard him and began to buy his records.

DRINKIN' AND SHAKIN'

There are a lot of older bluesmen around now, but it's hard to find someone under 25 who really has done for the bunti we reached the Grand Theatre in Kingston.

"Tellin' it like it is!

The Grand Theatre has been done over and it is a new red carpet, and in the dressing room there are only a few handprints on the white plaster.

By Terry Kelly

LIVE B.B. KING

LovelY, LONely songs

The drummer, Sonny Freeman, has been with B. B. 11 years, a short man with a mustache and a cigar he plays with a tight power.

The trumpet player, Pat Williams, leaning back somewhat like Joe Davis when he plays, subtly moving or snapping his fingers to the beat. There was a red circle around his lips. The sax player was Lee Gatling, who wore tiny sunglasses and listened to classical music on a tape recorder in the dressing room before going on.

Val Perritto was a solid moving back. B. B.'s face twist when he sings, he sings at times through the side of his mouth, sometimes he puts his flat beside his ear almost leaning on it, or hands on hips. He is power. His guitar playing can be soaring, hard and sharp or wailing as he holds notes.

The audience gave him four standing ovations. Some of the songs are the most lonely lonely songs that I have heard. "If I ask her for some luvin' she'll say I'm half dead.

Val was a party after at the Holiday Inn. I wondered if B.B. would drive to Fort Erie or stay the night. Some people got drunk at the party and started singing. B.B. arrived in a purple leather coat with a black fur collar and B.B. was surprised to hear that Lonnie Johnson is living in Toronto. Lonnie has greatly influenced B. B. and rec-ognized him.

The concert was behind schedule. B. B. arrived in a purple leather coat with a black fur collar and B. B. was surprised to hear that Lonnie Johnson is living in Toronto. Lonnie has greatly influenced B. B. and rec-ognized him.

When he heard Lonnie Johnson, he turned and said, "Now let's suppose there's three of us standing here. White. He's Chinese, you're white, and I'm black."

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Loney says CUS changed

Martin Loney, president elect of the Canadian Union of Students seemed angry last Thursday that about one quarter of CUS's resources are now being used just to fight referendums on membership in DUS. He told a Glendon audience of about 150 people: "When 25 cents of every dollar is used to fight referendums, it doesn't leave you a lot to work with."

Loney said that until 1964 CUS was just for students council members who met together once a year. But in 1964, the withdrawal of all French-speaking universities from CUS jolted them into reality.

CUS, he said, now provides stimulation which student council members bring back from the annual conference to their campuses. "We're moving into the area of involving all our members as opposed to just the student council," he said.

Loney said CUS needs the backing of all its members to be a more effective voice beyond just a lobby, "that is to use our power to bargain within our society. We could be effective in turning on not only students but other members of the society."

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Levesque venira ici

"Nous sommes des Quebecois... au coeur de cette personne ne trouve le fait que nous partons francs. Tout le reste est acroche a cet element essentiel, endecoule ou nous y ramene infamilement." (Rene Levesque)

Je pense au contraire que "tout le reste" est accroche a la valeur et a la dignite de la personne qui la langue donc nous ramener infamilement.

Et vous, qu'en pensez-vous? Quel est l'importance de l'accent que nous avons patiment. (Rene Levesque)

Tant de questions auxquelles vous pouvez avoir reponse en venant entendre le politique Rene Levesque, vendredi le 7 février a 7 heures p.m. a Glendon Collège.

I sincerely hope that you will all take advantage of this opportunity to engage in dialogue with our eminent speaker... I would ask you to remember the success of the conference depends upon your active participation. I expect that this will be both an informative and provocative conference.

Prepare your questions because, I think, you may have questions to ask this man who affects so much of our politics now, and probably more in the future.

NE rate pas le train Lévesque car il passe pas souvent par ici. Votre presence est deja une participation. Une question non posee reste sans reponse. Je pense que vous n'avez jamais de questions, nous pouvons facilement en devenir une.

Aigleons! Participons!

JAY HUMPHREY & LINDA CARBONETTO

Friday January 31 7:00 PM
Glendon Ice Rink

GULF SERVICE STATION

Bayview and York Mills
Willowdale, 447-7001

ARTISTIC BOOKSTORE & CAFE

Three talks &

Musical Presentation by

PATRICK SCOTT
of the Star

A HISTORY
of
JAZZ

Thursdays, 20:00 hr.
Jan. 30, Feb. 13
J. C. R.

The critics say:

Ralph Hicklin:
"Absolutely disgusting!"

Herb Wittaker:
"Nauseating and sick"

Linda Beaubien:
"Only Mark Dvor could sit through this!"

Nathan Cohen:
"Eptome of good taste."

Don't miss it!
CROAK '69

January 31, 8:30 p.m.
Old Dining Hall, Admission 50c
Students sign petition, but grapes still being served

By BOB WALLER

Toronto's cut-rate appli- cation has been a buzz for Bad Boy Mad. Lastman looked a little ill following his first annual Miss Snowflake Bikini con- test last Saturday afternoon at the Bloor St. Colonna- de.

The Bad Boy's first ven- ture into the realm of erotic scholarships was trans- formed into a frustrating and frigid burlesque by a determined band of student protesters and uncomforta- ble zero temperatures.

$300 SCHOLARSHIP

Lastman promoted the c- ontest for two reasons. T- he line he said the public was that it would make av- ilable a $300 scholarship for some needy, but curly haired, student from the Golden Horseshoe.

It was obvious, to observers however, that Lastman was intending to use the exhibition as another eye- catching gimmick to bring publicity to his burgeoning cut-rate appliance chain.

Lastman's public relations office had tried to sell the contest as some sort of educational competition. A glance at some of the of- ficial qualifications shows that.

Entrants had to be female and a student from the T- oronto-Hamilton area. She must also submit her mea- surements; that is, bust, w- aist, and hips - not IQ.

The event probably would have come off successfully for the Bad Boy despite the presence of some 30 pickets from the Toronto Student Movement and the Women's Liberation Front.

The picketers were not h- aving much success in ra- llying support from the lar- gely camera-laden male a- udience.

'I HAVE A MIND'

The fatal blow came when Pat Conacher, a 19 year- old blonde from U of T, stripped off her coat in front of the audience to reveal herself not in an itty-bity- one inch bikini, but a mini dress and a silk scarf which had written across it - 'I HAVE A MIND'.

Pat termed the exhibition as "obscene exploitative p- ublicity" and blasted Last- man for committing moral fraud against the constan- ""

"The winner of this con- test will not be chosen on her mental aptitude but ra- ther how sexy she looks in a bikini," she charged.

The second year psychology-sociology major recei- ved a roar of approval from the throng and the picketers before she had been shouting for more support.

Lastman and his lieutenants were visibly shaken at the turn of events. The Bad Boy then tried to co-opt Pat but announced to the fast- dwindling crowd that the ju- dges had decided to award her a scholarship for having the courage to "voice her moral convictions, something that our free society allows its citizens to do".

Pat almost believed him, but after some quick think- ing rejected the offer.

The winner Elaine Demb of McMaster University c- ould only say, "this has be- en the craziest beauty con- test I have ever been in."

Students sign petition, but grapes still being served

Principal Reid with Glendon's new coat-of-arms

We have our own now.

Glendon College now has its own coat-of-arms. The arms are formally presented to Principal Escott Reid at the last meeting of faculty council on January 16.

The arms, costing $450, are made of brasswood and are hanging in the Old Dining Hall beside the coat-of-arms of the University of Toronto.

About fifty designs were submitted by members of the college.

Of these, the four best were taken and submitted to the Executive Committee of faculty council and to the student council for the final choice. They both agreed on one design.

The arms were designed by a member of the Glendon faculty and made by Stanley Arculus, a professional heraldic artist.

The final design was inspired by the banner of the college, which is also hanging in the Old Dining Hall. The two principal colours on the coat-of-arms, blue and red, and the principal metal, gold, came from the banner.

The two chevrons in the design represent the buildings in the college and the fleur-de-lis represent the educational aspect of the college.

The white rose on a red background on the chief of the arms (the upper third) shows the connection of the college with York University. The two lions on the chief are taken from the chief of the coat-of-arms of the university.

The roses and the rose have an English flavour and the fleur-de-lis have a French flavour to reflect the bilingual nature of the college.

The motto, 'Alii Sequo' means 'for another age'.

'Snowflake Bikini' contest flops as Conacher refuses $100

REPORT BLAMES UNIVERSITY OF SASKATCHEWAN ADMINISTRATION FOR BAD PUBLIC IMAGE

REGINA (CUP) - A firm that claims to know such things says public confidence in the University of Sask- atchewan is weakening.

Duff-Abbott Associates, a public relations firm commissioned by the university's board of governors, explains that confidence is diminished not so much because of what is being said about the university but because of what the university is not saying about itself.

The firm's report, given to U of S, faculty last week as the student-administra- tion squabble over the Car- ilton continued, says student newspapers are widely con- demned as irresponsible jour- nalism and that "responsible-minded students should clean up the student news- papers, preferably by per- mission but failing that by disciplinary action on the part of the university ad- ministration."

Duff-Abbott said its findings were based on more than 200 confidential interviews conducted in Saskatchewan among persons Influencing community opinion. Among those missed was Woodrow Lloyd, leader of the province's opposition NDP.

Elsewhere, Duff-Abbott's report says remarks made by premier Ross Thatcher attacking the university are largely regarded as purely political and therefore igno- re.
Legalism? l'assimilation?

By DAVID WELCH

"L'assimilation ou l'indépendance?" Pour les Francos de l'Ontario, c'est une question qui se pose dans cette province, ces gens qui parlent français qui ne seront jamais une solution à nos problèmes. En Ontario, on fait peu de question de l'"assimilation ou l'indépendance".

Aujourd'hui nous restons en Ontario 650 000 Franco-Ontariens maîtrisent 34 % de l'assimilation.

Au dernier parlement du Toronto, les soeurs vivent il y a six ans quand on n'avait qu'une école élémentaire française, un petit couvent pour les jeunes filles et une paroisse catholique canadienne-française. Avec l'accomplissement de la Révolution Tranquille au Québec l'espérance des Franco- Ontariens s'est accrue considérablement. Leur objectif était de transmettre leur culture française.

Les bourses d'études, les écoles et divers programmes permettent aux Franco-Ontariens de se rendre à l'école à Toronto, à l'Université de Toronto, à l'Université de l'Ontario ou à la plus grande de nos universités, le Collège de l'Université de l'Ontario. Malgré tous ces avancements, le barrière pour l'égalité n'est pas encore éliminé.

Premièrement il faut faire un effort francophone affilié avec la Société-Radio Canada. Ainsi on pourra rester en contact avec tous les changements qui se produisent dans la vie culturelle francophone. En plus la télévision est le grand moyen de communication qui persiste dans notre société.

Aujourd'hui, le 24 janvier, nous restons en Ontario 650 000 Franco-Ontariens maîtrisent 34 % de l'assimilation. C'est vrai qu'on parle des écoles élémentaires bilingues, et deux universités canadiennes-françaises, mais comment penser-vous qu'on jeunes élèves gagnent la langue puis la culture en état d'obligation et de normes dans les écoles anglaises.

Avec l'Bill 141 on peut que le sort des Franco-Ontariens serait amélioré. C'est vrai que les commissions d'éducation sont entrées dans leur culture française. Le parti de nos diverses paroisses, écoles, etc., un centre de culture et une commission de l'assimilation, le parti de l'éducation canadienne-française d'éducation d'Ontario.

Concernant le bilinguisme, jusqu'au point où il faut payer l'apport. Après on peut toujours trouver des excuses afin d'éviter ses responsabilités éducatives.

En décembre, à Toronto les Franco-Ontariens ont voulu refuser une école sociale d'assimilations dans la région d'un rayon de 40 milles autour de la capitale ontarienne. La commission scolaire essayait de nous faire croire qu'on devrait construire des écoles avec des classes soit en anglais ou en français, afin de faire tolérer l'existence d'un bilinguisme qui existe au Canada. Quel esprit! Normalité sur un refus.

Le ralliement à l'école de Chambord nous a infecté, en support qui existe dans la communauté canadienne-française à Toronto. Pendant tout le temps des Francos-Canadiens avaient pour de croire et de renforcer notre collectivité.

Maintenant nous sommes unis. Afin de gagner cette bataille contre l'injustice, l'injustice, nous avons sur les épaules à tous les anglophones qui représentent les gouvernements canadiens-français de l'Ontario.

N'oubliez jamais que si on perd la réalisation de tous ces droits, le rêve, qu'on appelle le Canada n'a jamais la chance de devenir une réalité.
From Michael Haore:

A letter to the editorial staff of PRO TEM and the whole people of Glendon College

Dear Sir:

It is only recently that, in paying closer attention to your college activities, I have had the opportunity to study what a glowing example of sociological phenomena in the American idiom of PRO TEM certainly rivals the very biggest of Canadiangovernment publications. The quality of the subject matter, the excellence of the standard of the various sub-editorial departments, the background of the most respected and followed papers in the country.

The issue of January 16th in its extreme and bombastic work. The cover 'game' was a mirage of wit and political correctness, accurately as anything I have ever seen the most advanced devotee to birth-control information would have ever read. It's light clear writing and satirical flavor are the weak point out with utter ridicule the London Times, and it's obvious that Glendon is 'elitist' or 'corporate' in its education teaching. This exaggerated parody of the argument is for the most part truistically devastating. It is thus is long known to be a fancy and high-flying imagination. Certainly, if we have an4+ graduated body of talented writers of fiction above our very head, as we have in the PRO TEM to tap more of that potential, we might come to your immediate attention. It seems clear that this anonymity can only be achieved as it stands, as well as get some diversion for our dollars.

But, sir, the main reason for this letter's existence is not for its witty style devised to impress virulent and corrosive criticism of every aspect of the college. Surely, it is not merely the whole societal structure, in its early stages of development, is eminently destructive and very little of what you say is new, but for the constructive nature. But sir, for all its writing in the style of an maligned and whispered against, I say that this is a perfectly good food. For who would deny that in all our college programs in seminars, only constructive criticism is asked for and cultivated. Surely our student body must have some outlet than in the student body's own newspaper?

POLITICAL HARANGUE

Another malicious criticism passing from the hands of our students to reflect the Canadian 'f-papers of wit and obvious difference, then, become journalism it is.

That's why journalism it is.

With ridicule, criticism come to university? -

In place of an emotional quest-

that

f

s

question. I)eady the second you ignored for it. let students of the subject to reflect the Canadian "f-papers of wit. and obvious difference, then, become journalism it is.

I am saying.

If your assumption is (as it seems to be) that there are no personality or psychological differences worth worrying about, that all people should be uniformly politically aware and should indeed share identical sets of political viewpoints, then you are on the right and true course for our modern way of life. If the student body is to be hammered into an effective political force for the new left, that no differences or dissent can be allowed. I encourage you whole-heartedly in your continuing campaign to get people not interested in your political attitudes hounded, shamed and otherwise driven off the campus. Our college life will be much richer for it.

Another argument expressed by those ever so readily villains who rail in private against your paper their disgust for the lack of difference you bear on the faculty of this college, referring to them as Joe, Fred, etc., is in itself a great and altogether encouraging encouragement to students to show a sense of superiority over the wholly unnecessary professional freshers, because the student body.

But here too, I laud you in your attempts and the arguments that I use are these: What English students are not more knowledgeable about English than a professor of Political Science at your campaign to bundle up all these crotchets, over-

Your, and pedants and pack them off to homes for the aged as soon as possible.

COMMUNITY DESTRUCTION

I will devote the rest of my words to the refutation of those odious curves who say that you have abandoned the entire set of aims and goals of this college, that you are, in fact, engaged in a campaign for the destruction of this whole academic community. First of all, let me say that these enlively sledding deserve little more than a kick up stairs. As, however, their number is not small and is growing minute, I should expect others to be my immediate attention. It is certainly the correct point of view for any reasonable man of common sense. For what earthly good is a broad overview of human knowledge if it only results in generalizing over a mass of confusion for the individual student than he should take any courses at all. This is certainly the correct point of view for any reasonable man of common sense. For what earthly good is a broad overview of human knowledge if it only results in generalizing over a mass of confusion for the individual student than he should take any courses at all. This is certainly the correct point of view for any reasonable man of common sense.

Also, I shall be said about the ridiculous attempt of the last three years to conduct a destructive campaign against the college itself. I see no reason why the students' personal graduatling next year should not have the support of all Glendon students. As to your charge I merely say that both you and I have enjoyed an excellent education at this college. I agree with you in one respect: the reason why there should be some benefit.

NEW LEFT MAJESTS

A second part of the Glendon ideal that you have rightly and repeatedly assailed is the notion of the general education. According to your most recent editorial, this college is concerned with emotionally developing individuals. Hence, you say that no compulsion should ever be exercised in influencing the choice between various courses, or even as to whether the student should take any courses at all. This is certainly the correct point of view for any reasonable man of common sense. For what earthly good is a broad overview of human knowledge if it only results in generalizing over a mass of confusion for the individual student than he should take any courses at all. This is certainly the correct point of view for any reasonable man of common sense. For what earthly good is a broad overview of human knowledge if it only results in generalizing over a mass of confusion for the individual student than he should take any courses at all.
The strange life of Ichabod

Well I'm a mineral,
Cold mineral,
And I'm functional
And well-oiled
And I'm shiny
And I turn
So I'm happy!
(So they tell me).
So THEY tell ME???

Once upon a time, there was a young man named Ichabod. Pale and thin, Ichabod lived in a small apartment in a tall building, where he worked at a Thinktank. He was a scholar and a dreamer, but he was also a practical man who believed in working hard.

But Ichabod was more than just a scholar. He was a musician, playing the accordion on the subway. He was also a cook, spending his evenings preparing elaborate meals for his roommate.

The university where Ichabod worked was not the typical university. It was called the Unifying Application, and it was a center of thought for the middle class. It was a place where ideas could be shared and tested, and where the future of society could be discussed.

Ichabod was a critic of the educational system, and he believed that it was too focused on uniformity and efficiency. He thought that the university should be a place where people could explore their own ideas, and where they could learn from each other.

Ichabod's Project was one of his attempts to change the educational system. He believed that it was possible to create a better society, and he was willing to do whatever it took to make that happen.

But Ichabod's Project was not easy. It required a lot of work, and it was not always successful. But Ichabod never gave up, and he continued to fight for his vision of a better world.

In the end, Ichabod's Project was a failure. The university administration did not support his ideas, and the students were more interested in partying than in learning. But Ichabod never regretted his efforts, and he continued to work towards a better future for all.

The strange life of Ichabod is a story of hope and determination, of梦想 and struggle. It is a reminder that even in the darkest of times, there is always a chance for change.
compilation of the events before the average reader can sort out the facts, to the increase of knowledge, not—naturally invention of the device was not the thing—it was the mind that was 

the average quantum who otherwise felt 

as it were, about with so, would be all this 

through this hint.

his morning subway is and modest. Though on whispered in the hall 

between was in use, it was not entire. I had known him. In the 

the nearest, Ichabod had if the four years of his 

in nine digits in and even then he teach-

at difficulty course-A, M., 

and directly to work for think-

years there, he had con-

which at war internally he is dominant 

is this image of the middle-class 

narcissus rhetoric of our 

the job of our 

it is a 

for existence. So once again there is the 

from the traditional social division of rulers 

Miss Freudina Jones will see Ichabod Oise in 

nine minutes and forty-five seconds,” answered 

Ichabod. 

Three times before Ichabod had been summoned. 

hundred and seventy-eight, there was no one as he conclud-

he did not know where to set his desk, pressing buttons and idling away 

the metallic voice rasped out. “Kindly 

“Miss Freudina Jones will see Ichabod Oise in ten minutes,” the metallic voice rapped out. “Kindly 

“Miss Freudina Jones will see Ichabod Oise in nine minutes and forty-five seconds,” answered Ichabod. 

“Now what are you thinking, Ichabod?” 

“Nothing,” he stammered. “He didn’t know what to think. And so he lay there, trying to arrange 

the office was spacious and com-

the voice was clear and strong.

“Ichabod,” she said. “It’s been a hard day, he thought as he finished 

Two 

But nihilism is 

in a manner that set about to do 

Ichabod still said nothing but stared at her face. 

Ichabod could not imagine such a thing, said nothing. 

Ichabod still said nothing but stared at her face. 

ichabod,” she said. “I don’t know what you are thinking.” 

Ichabod shuddered, despite himself. He had heard of 

“The solution of tacit insanity becomes increas-

There are some, like those who think the end of the world is near, that the penalty for drug-taking would be rescinded. 

The solution of tacit insanity becomes increasingly present. 

The retreat to an idealized past is the available 

Ichabod thought. But he didn’t know so he sat 

he didn’t work, Ichabod’s 

the couch.” Ichabod thought. But he didn’t know so he sat 

Ichabod didn’t work, Ichabod’s 

the couch. He did. 

Ichabod thought. But he didn’t know so he sat 

the couch.” He did. 

They became more 

or read what lies behind it, though Ichabod felt no 

Ichabod still said nothing but stared at her face. 

Ichabod still said nothing but stared at her face. 

Ichabod’s 

So once again there is the en-

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“Ichabod,” she said. “I don’t know what you are thinking.”
Once upon a time, a time much different from now, in a city, a city much different from this, lived a pale young man named Ichabod Oise. Pale Ichabod lived in a small apartment in a tall building, produced of workers and managers. He think. Each night Ichabod would come home from work, cook himself three sausages and two eggs and then, washing it down with cheap creme de menthe, sit and watch television.

But when morning came, Ichabod was up and the dawn. For Ichabod worked at Thinktank, the central centre of Hothink, and for three hours before he would work he would ride back and forth on the subways and elevators, grimly, prayers for receiving the homage of the citizens.

But while Ichabod was proud of working at Thinktank, it was his project—The Project—which filled his days, his nights, and his heart and head during the day. Ichabod's Project was his inspiration—his raison d'être, if you will. It was at once theoretical and practical, traditional, conserva­tive and radical. It was said that the minister him­self had endorsed the project. And his supervisor, Miss Freudina Jones, never failed to pass him an extra lump of sugar during coffee break.

I had intended to make some sort of critique of the University. Such critiques are usually based on obsessions. The first is that the Universities are not what they claim to be: that the myths of true scholarship and learning have gone unfulfilled.

The second, taking the university's self-image as the main point of observation. The first is that Universities are not what they claim to be: that they are misdirected. The two critiques might be respectively lab­elled, the liberal and the radical. It seems to me that both types of critiques are true enough, though not the whole truth. The University is a self-image of a variety of publics, has a variety of images.

The second image is more true: no one disputes that the educational system has in many ways become a factory and, in fact, the ethics of effi­ciency and uniformity are those publicly aspirated to by the administrators of the educational system.

In the same time it is the long-held images of scholarship and learning that have made the universities more immune to such criticism than the public and secondary school system.

Finally, then, both types of critique of the uni­versity end up by destroying the original myths and calling for their realization. But this seemed futile to me because I don't expect that the university is open to change.

If I thought that this was a 'good society' or even one which is flexible in a number of dimensions, then I would consider that I ought to engage in what is called responsible criticism.

Responsible criticism is that kind of criticism that can be co-opted and put into effect. Such criticisms take the existing frameworks of values or bureaucracy; it is to responsible criticism that the liberal pluralist refers when he speaks of the value of dissent. While Stevenson and Humphrey became responsible, Fullbright became responsible.

But if there is nothing socially constructive to say (this might be called institutional nihilism), then why indulge in critical analysis at all? Because I am opposed to the bland assertion made by our society that the way things are and the way things ought to be are identical.

The Project was intimate and complex. Yet with­in it there was a certain beautiful simplicity. Ichabod had once named the Unifying Application.

And so, complex though it was, it could be under­stood, grasped by bureaucrat and mathematician at once. Ichabod's Project was no more and no less than the calculation and computation of the average quantity of each element of human knowledge about the child on the average. And with this calculation, Ichabod had invented a device—not really invented it, but found a new application. The device was similar to a hearing aid. And through the 'hearing aid', by means of a personalized model, each child would be adjusted. By adjusting the volume of the bell for each child, a personalized emotional input could be attained. Ichabod had taken the final step, had consummated the grand goal. EVERY CHILD COULD NOW BE ABDUCED.

BY THE END OF THE DAY, THE AVERAGE QUAN­TITY OF EMOTION. Those who ordinarily felt too much would have soft bells: those who felt too little would have loud ones.

The whole Thinktank was, as it were, abuzz with Ichabod's project. And so, now it would all the children of Thinktank, and perhaps (though it was just dream) greater Thinktank.

Surprisingly, aside from his morning subway ride, Ichabod remained pain and modest. Though the word 'genius' was often whispered in the hall outside his door, Ichabod remained calm, making no impact. And in the universities, Teaching busses, halls and chimes. Of course, Ichabod's work, outstanding as it was, was not entire­ly a surprise to those who had known him. In the North Hothink, Mathematics Meets, Ichabod had broken records in each of the four years of his accelerated secondary school course. His final year he had multiplied two digit numbers in four and a half seconds, and even then his teach­ers were saying this was only the beginning. At University he took the most difficult course—A.M. and B (arithmetic, mathematics, and spelling) and had, on graduation, distinguished himself in all the aspects of Thinkt­ank. And after only two years there, he had con­ceived The Project.

We live in a society which is at war internally and externally. Always the dominant values are middle-class, and the dominant style middle-class society.

The War on Poverty is what Marcorell calls a 'slip of the truth'. In the extension of the empire of the middle class, all of those who obstruct, who make too loud a noise, who mar the image, are enemies. Communism abroad is treated as poverty at home. Both, by the application of sufficient means of per­suasion, will finally be convinced, and enabled to share the fruits of production in a peaceful manner. Peace is when no one rooks the boat.

The living-dead, false-strata ethic of our society has become triumphant. The job of our educational system is to train people to live in this way, and at the same time to perform the tasks required to sustain the mechanics of consumption. The requirement of 'health', of 'adjustment', is to the persuadability and flexibility of the individual, to the persuadability and flexibility of the individual, to the persuadability and flexibility of the individual.

And now, after three years of solid work, Ichabod's project was almost completed. He was sitting at his desk, pressing buttons and idling away some time because his computer had crashed.

"Miss Freudina Jones will see Ichabod Oise in ten minutes," the metallic voice rapped out. "Kindly acknowledge."

"Miss Freudina Jones will see Ichabod Oise in ten minutes and forty-five seconds," answered Ichabod.

Three times before Ichabod had been summoned. Once when he began work, once when he conceived his project, and once when it was approved. So, fortuitously with a swallow of creme de menthe (it needed no breath freshener afterwards) Ichabod rubbed, tanned away his nap, crept down into the elevator. Up he went, six floors, and sat down on the waiting bench. I wonder what it is this time. Ichabod thought. But he didn't know so he sat and waited, his hands moist and busy brushing his hair. "Come in," said the voice. Ichabod entered. The office was spacious and com­fortable. The matching rug and walls contrasted nicely with the yarmulke covered by the couch. The room glowed with her smile.

"Sit down," she said as Ichabod sat down in the metal chair in front of her desk. "No, sit down on the couch," she said. Ichabod shuddered, despite himself. He had heard of these sessions, but no one had ever heard anything except that they began with the words, "No, sit down on the couch," He did.

Miss Jones told him, ""I'm pleased such imaginations. There might be something to your idea. But first, I've heard you." Ichabod said. She expounded on the old notion that the manipulation of the brain is the key to this whole business. The intervention is what I think this may see escape from escape in the future. She told him. This might be the creation of a synthetic world, a world within a world, a new society. She said.

Is there an inn and nameless power. You've added by this what I think this may be? In terms of escaping from a trap. For this? They both thought. It could create a new life-style; world around the human being. They are counselled—conserv­ed—beginning of something new to read.

The retreat is the only possible way to escape from the game.

But there are certain things that are more true: no one disputes that the educational system has in many ways become a factory and, in fact, the ethics of efficiency and uniformity are those publicly aspirated to by the administrators of the educational system.

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Emmett Hall: reform at the best of traditions

By MARILYN SMITH

Justice Emmett Hall is a "weekend reformer." He is not an education reformer in the traditional sense. Yet he has contributed significantly to both these fields in his capacity as a politician. His full-time career is that of a Supreme Court judge. Law reform and judicial functions are his special spheres of achievement. His criticism of Canadian law and the Canadian people is that "we're an imprisoned people." He has written that "too many people imprison too many people," and those who are imprisoned themselves are the people he criticizes as being "entitled." He has also been critical of the Canadian legal system, arguing that it is too focused on the rights of the individual and not enough on the needs of society. His solution is to create a "liberal" society, which he defines as one that is based on reason and compassion.

By ROB BEADLE

Tim Reid moves to undertake action by radicals

The Kellogg Foundation sponsored an educational reform conference in 1969 at the University of Toronto. The conference was attended by education and political leaders from around the world. The main focus of the conference was on the need for educational reform in Canada. The conference called for the creation of a new form of educational system that would be more effective in meeting the needs of all students. The conference also called for the introduction of new technologies into the classroom, such as computers and videoconferencing.

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Martell's Point Blank:

Dropouts become academic on the street

By JEAN GUIMOND

and MARY-ANN WEST

Martell’s Point Blank is located in Cabbagetown as a counter-institution to the local public schools. Its function is to serve teenage dropouts.

The unusual feature about Point Blank is that the school’s founder and an editor of ‘This Magazine’ is free-school of the people it was to be.

One aspect which the teenager have found ‘hopeless” mirror the values of the school. One never considered that perhaps the inadequacies associated with their life on the streets in school’s founder, and an editor of ‘This Magazine’ is free-school of the people it was to be.

Martell is trying to incorporate education into his movement. He has little use for the abstract concepts of academics, however, to try to include in education the important qualities of interest, excitement, participation and field work.

LEARN IN THE STREETS

What these teenagers want is something that will involve working on the streets or anywhere outside. Martell believes that if these teenagers want to be outside then one should be prepared to allow them to give them something to occupy their time. Here creativity involving the use of the hands and the body can be used and trained in any restrictions to movement.

The teen who have found exciting is the art of film-making. By being given a free reign in their activities, they develop their own experience. Martell views the gaining of life’s skills through trial and error as a very important aspect of one’s education.

“People must overcome their fear of being gauche and making mistakes. He takes to the premise that if one is not afraid of making mistakes to be made, then one will have less inhibitions about opening new channels of discovery. Moreover, through their own experience, learning becomes more personal and a further interest in knowledge is developed.

The educational system today, he believes, is geared towards pleasing the teacher. Martell feels that this situation should be corrected. By virtue of being hesitant to express one’s self but rather in order to conform some one’s interpretation. This subservience may lead to the destruction of the individual’s self-confidence. It means that the student is being introduced to common inferiorities which is rampant in student-teacher and student-student relations.

ENJOY WORK

According to Martell, once the development of the sensual awareness has been achieved these technics they are encouraged to proceed on their own initiative to further learning through the present chance.

If they have enjoyed their work they see an impossible task to implement any radical changes in the present system of examinations and grading public student in a position where the student has to please others rather than himself. It’s not so much the learning process that is involved. The real value should be the self-satisfaction knowing that one is doing something for oneself.

DISCIPLINE NOT NEEDED

Martell continued, “My function as teacher is primarily that of an editor. I try to give form to an individual’s content. My function is not to put down anyone’s ideas but rather to be the shape that those ideas take when they are developed.”

Martell was quick to lend support to institutions along the free-school ideal such as Everdale and Rochdale. He found similarities between his school Point Blank and these free-schools. He described how he found it an impossible task to implement any radical changes in the present system of examinations and grading public student in a position where the student has to please others rather than himself. It’s not so much the learning process that is involved. The real value should be the self-satisfaction knowing that one is doing something for oneself.

SOCIAL ROBOTS

Memorization, far from encouraging the student to explore his own mind and develop a reasoning process is more conducive to an authoritarian structure by virtue of the passive acceptance that memorization involves. Martell much prefers to see a situation arise whereby a student has the opportunity to draw on his own experience in order to arrive at a personal interpretation of knowledge.

An educational system can begin to understand how to relate to surrounding conditions is better able to handle complex situations – having been given the opportunity to think for himself. A situation which produces “robots for society” can thus be alleviated.

Under Martell’s system there is less authoritarianism. For example, a student is not prohibited from doing what he desires. On the contrary, a student is allowed to develop the free expression of his ideas. Martell is trying to put “freedom” into practice.

Anxiety or worry of reprisal on the part of the student has been found to stifle creativity – one’s freedom. Since he sees one of the functions of education to be the development of one’s free expression. And since he sees one of the functions of the educational system to be the development of one’s free expression.

If a student has a desire to be outside then one should be prepared to allow them to give them something to occupy their time. Here the educational system will have little use for the abstract concepts of academics. However, to try to include in education the important qualities of interest, excitement, participation and field work.
Iron curtain discontent quashed by police

FROM A READER

We walked. The only sounds were ours on the cobblestone streets. They were quick steps, the sort you have when walking with a close goal in mind—under a brick bridge, through the market square, down a cement pathway to a row of apartment buildings.

We talked of Kennedy, of North American society, of life, of death, of Kennedy. I can remember that night. It was morbid.

The facade of a dim light near us as we rounded the corner and mounted the five flights of stairs. There was no elevator. Only bare concrete walls that stared and guided our way up. A bare door greeted us, a simple key, a turn, and we were in.

I sat down in the kitchen on a hard chair. There were bare pipes, naked cupboards, and paint peeling walls all around me. We ate in silence, the older people were in the other room. We began to talk, and this time it was behind the Iron Curtain, March 1969.

The serene bulb rocked gently as her impressions began to unfold. Her eyes were downcast, her hands to her bosom and she began, "All I wanted was a damn cap." She began, "But they wouldn't let us have that. Every time we asked a students' council, they arrested it. They arrested seven in all. There were leaders sent from Warsaw to organize the peasants and the workers behind us. The government announced on the radio that they had arrested them on the train."

"The office I worked in... had a huge meeting of all the actions of the students as revolutionaries against the people, as undersigned by all the people in the factory. There was nothing we could do. Who would stand up and object and lose his job..."

"So we marched... to the main square in the town... we had many students... and when we came to the square, it was blocked off by our police. They then, calmly stated that if anyone crossed the line, they would be shot by any one to the men with a machine gun up on the rooftops. They meant it. They weren't regular militia. They were riot police. They were specially recruited-boyes. They were tough. Here there was a line of them. They had clubs. T hey chanted: It was awful."

By now there were tears rolling down her cheeks.

On the other side of the wire and the guns... more guns

Arab refugee camps dominated by the war

By ANDY MICHALSKI

"I became frustrated at being at the college... last year. I past myself by writing out thinking of what I was going to do. I could have done more in the next three years."

Larry Gallagher was first year student at Glendon last year, just like 316 others. After the war it would be his turn. By July of last year, he was in Amman, Jordan, working among destitute Arab refugees created by the Arab-Israeli War of '67. His main field of work was in the organization of recreation for and education of the youth (which in Arab terms ranges from 14 to 20 years) in ten refugee camps.

He was met with "governally a great deal of suspicion...a large part justifiable as they had been given by a large part, a bad deal by the Westerners."

However, he was able to work fairly well with fellow university students from Lebanon and Jordan. Economic disparity is quite great. "Hair was cut for next to nothing and your shoes shone for the same."

"There was also disparity shown in the treatment of females which made things rather difficult. Even to today, we would consider their treatment of females tremendous弐.

"It's interesting to go to a place where the word "God" is without meaning. But I had a lot of personal hangups about it (working there)...they live only for the war, they are living under the constant threat of never knowing what is going to happen tomorrow, they only live for the war...you can go on for weeks, and talk about nothing else except for the war...until I finally had to talk to someone about something else...this time, they happened to be Americans."

He talked about the Western coverage of the war. "You definitely get a one sided viewpoint. I certainly got a re-education of my viewpoint. You begin to realize you've made your opinions on a one sided presentation, a news media based on one side of the story...which is a normal thing to get your point across."

"The majority of people in the West don't realize how the situation began twenty years ago...to deal with the situation fairly you have to deal with the situation twenty years ago. It was a fantastic injustice done to the Arabs then. It's false that the Arabs were ready to pounce on the Israelis in June 1967. That was made up...are the Arabs ready today...no, maybe in a few decades, perhaps half a century."

Finally shrugging his shoulders he ended, "You're given a false impression there's no way else of putting it."

Like many people who have thought about the situation in the Middle East, Gallagher sees no solution in the near future. Despite his sympathy for the Arabs, he feels that the only way for progress towards would be for the Arab to back down from their hard line against the state of Israel.

Indeed, it would be "just as much an injustice to push the Israelis out now, after twenty years of existence."
Croak' comes tomorrow

By LINDA BEAUBIEN

"...In this modern world satire runs rampant - its purpose being to strip away the hypocrisy of modern exist- ence. Our job, as we see it, is to liberally apply the varnish to put them back on." It is, of course, for 'Croak', Glendon's annual comic revue, and this is what he tells you in his best plank and Swann accent. Does he have anything else he'd like to add?

"Yes, we're not doing any thing Rowan and Martin's 'Laugh-In': they're too liberal! The whole show's kind of slick and twisted."

Encouragingly offbeat vi

ews come from one of the two directors - the other is Len McClardy. Perhaps he does not want to appear immodest. Does any member of his cast wish to say anything?

"Sure, tell them they'd be ter come bombed - tell them that originally we were going to charge five dollars a ticket and give them each a bottle of Scotch at the door."

The material is excellent. Nothing is sacred - the revue will parody God, heart transplants, Natural Science, 5hakespear, the Bell Telephone, De Gaulle, Trudeau, royal commissions, the Duke of Edinburgh and birth control. 'Croak's' only complaint is that all but one of their sketches are pro-

fessional works, adapted by the 'Croak' players. Len Roach, in second year, was the only Glendonite to produce an original script. Ac-

cording to the director, it is very good.

Since there will be more singing and dancing this year, music will be supplied by the St. Michael's College Jazz Quintet, with special accompaniment on the piano (and special arrangements) by Libby Wilse, a first year student at Glendon.

The whole revue is tied together by Martha Mungra, a producer, a veteran of three years of prodding it to a respectable and perform-

able state.

As a unit, the group is a talented and (despite what they may think) organized one. 'Croak', to be performed tomorrow night in the Old Dining Hall, pro-
mises to be exactly the tonic needed to cure the second-
term doldrums.

Marie Sidiuskas G 11

I don't think there is any. It's been quite a disappoi-
nment for me in university. It's not what I expected.

George Rodak G 1

Bruce Bassett G 11

It's difficult to gauge intelle-
tual activity...the atmos-
phere here is more conducive to intellectual thought...but there's room for improvem-

ent.

Cheryl Montgomery G 11

There are some very intel-
lectual people here, though some are here just for the degree...I don't care about talking about anything much.
Pensioners win pennant

The octogenarians of 3 & 4 year have defied the logic of medical science to win the intramural basketball pennant with a perfect 7-0 record. The abstracts which piled up on the crown last week were difficult to manage, with over 1000 votes cast in the voting process. The winning team, led by Phil Jones and Nick Martin, scored 17 in the opening game, 21 in the championship game, and 18 in the final game. The team's strength was evident in each game, with Phil Jones scoring 15 points, Nick Martin scoring 14 points, and Paul Stevens scoring 13 points.

3rd and 4th (cont.)

Is there any stopping 3 & 4 year? (send your answers to the editor by 5:00 pm today after noon).

We're playing council

As the highlight of the upcoming Winter Weekend, The PRO TEM Penpushers will demolish the student council with a one o'clock on Sunday afternoon. Seats for the game have been sold out, but a closed circuit telecast will be shown in the world-famous Maple Leaf Ballroom of Snuffy's Diner, overlooking the scenic Spadina Expressway. The game begins at one o'clock on Saturday afternoon. The PRO TEM coach Graham 'Dickie' Muir has announced that there will be no mercy in this game, and all players will be expected to give 100% effort.

Leading hockey scorers

(as of January 24th)

<table>
<thead>
<tr>
<th>Team</th>
<th>Player</th>
<th>Goals</th>
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<tr>
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<td>B House</td>
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<td>E House</td>
<td>Joe McDonald</td>
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HAPPY SUNDAY!

There are now only 74 days until
Murray Wills steels his first base in Jarry Park.

Aquatics triumph

By VAL BRENT

Glendon really got into the swing of things when we captured the intercollege e-wim meet, January 23, with a total of 60 points.

Other participating colleges were Winters, 76, Founders, 57, McNally, 43, and Vanier, 39.

The success of Glendon's male aquadrometers was well supported as they contributed 59 points to secure the men's team victory. Victories were scored in 50 backstroke, 50 breaststroke, 50 metre backstroke, 50 metre breaststroke, and 50 metre freestyle.

The women's team was led by Dawn Starkey, wonder of the pool, and Lindsey Smith, wonder of the lane.

Consequently the jobs of men's and women's athletic reps at Glendon are greatly reduced because there are enough people here to organize each individual sport, leaving the chairmen with the task of overseeing the general programme.

But this is not to imply that he chairman, I simply have to sit back and wait for others to volunteer their services. As in any position, there is a certain amount of responsibility involved, and the chairman is left to run around at the last minute to make sure a schedule is drawn up or that team members are informed of a game, etc.

But these instances are the exception rather than the rule, for in most cases the details are looked after entirely by each sport rep. In any case, if Glendon is to stay in the intercollege system and not become the weak college in the league, we need as many people as possible who are willing to accept the responsibility of organizing the programme with the help of a very capable physical director.

Admittedly, it's much easier to get someone else to do what you can do, and it's more enjoyable to have someone else do what you have taken on the program this year which would do an excellent job on the council next year.

I think they owe it to the other students to show a little initiative now and take over the responsibility of maintaining Glendon's position as the number one college in the athletic programs at York.

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