If Socrates walked into a history class and saw two hundred students, backs bent, scribbling notes feverishly, getting writer's cramp - he would:

a) be over two thousand years old.
b) freak out.

Answer this and other questions on page 6
Kitchen proposal won't reduce residence cost

by JOHN SPEARS

Last Wednesday afternoon, a move was made to discuss the idea of installing kitchens in two of the houses in Hilliard Residence. Dean of Students, Ian Gentiles and Charles Kirk, the head of Food Services, spoke to a group of 25 students.

Gentiles opened the meeting by explaining that the idea of installing kitchens developed from the original recommendation of installing kitchenettes in each of the houses in Hilliard. The cost of construction of the kitchens would be in excess of $20,000 and a student living in a kitchen house would pay $45 more than someone in a house without. His position was that people living in such a house should participate in a 5 meal week plan so there wouldn't be as much congestion there as there would be if all the meals were cooked in the kitchen.

Bill Rowe, Residence Council chairman, then stated that the cost of paying for a 5 meal plan, $27.50 at $1.50 a meal, for $28 according to Mr. Kirshbaum of the Pipe Room Board, for the room would leave little money left to pay for the remaining food, not to mention laundry, cleaning and buying food.

He noted that after paying for the room, the cost of a meal plan the difference between that price and the price someone would be paying for a room with a 14 meal plan would be less.

Rowe also mentioned that the partial results of the kitchen referendum presently being conducted by the residence council showed 13 in favour of constructing the kitchenettes provided there be no meal plan and 50 out of 110 expressed a desire to live in such a house.

Mr. Kirk mentioned that there would be kitchens in one of York's new residences and students would have the opportunity to not belong to a meal plan. He explained that because the operation was larger at the other campus food services could afford to offer people opt out. He stated that at Glendon this would involve a greater cost for the residence and is precluded because the residents (although Gentiles pointed out that it would only involve 15 per cent). Kirk quoted a figure of $238 for a meal plan, $15 less per week as being justified, he said, because of the administrative costs involved and because there would be no mismanagement.

Dean Gentiles pointed out that the proposed plan would be charging more than the $1.50 per meal that can be paid by customers. He argued that it seemed a little unfair to charge people who committed themselves to a substantially number of meals over the year more than cash customers.

Student council president-elect Dave Moulton said that the students' council would be willing to help organize things so that resident in kitchen houses could buy their food collectively, in order to bring costs down.

Although Food Services has never lost money at Glendon, it is as yet unknown if a 5 meal plan will be allowed at this campus next year. However, Gentiles believes that the present plan would not be feasible without a reduced meal plan, and in pressing his case with main York officials.

"A note that after paying for the room, the cost of a meal plan the difference between that price and the price someone would be paying for a room with a 14 meal plan would be less."

Proliferating Corporation of Ronald Lang depicts graphically the struggle in a lecture on the CCIF-NDR in Political Science 254.

Reduced honours requirement

English dept protests

by JOHN SPEARS

The requirement that students take a minimum number of credits for major or honours subjects is to be re-examined by a committee under the Aademic Policy and Planning Committee. The move is following a vigorous debate on an APPC recommendation that the minimum number of courses required for a specialized honours degree be eight for all disciplines.

English instructor Penelope Cook felt that before a decision was made the rationale behind the requirement should be discussed as well as alternative ways of abolishing all requirements and improving the faculty's advisory capacity as it should be considered. Her motion that the whole matter be sent back to APPC was passed by a clear majority.

In his introductory to the meeting, Principal Albert Tucker had said that the policy of eight courses was merely a convention. He argued that a certain uniformity of standards was as necessary if Glendon as a whole were to retain an identifiable academic character. It was also the job of each department to work in the same way the work was integrated into the Glendon programme might be run.

Although denying that the proposal was directed especially against any particular department, Tucker pointed out that the English and French departments could receive 45% of the College's budget. Aside from this financial imbalance he feared that Glendon might lose its liberal arts orientation and become primarily a language and literature school if these expenditures were not controlled.

Both English and French departments required specialized honours students to take an even number of courses in their honours subject. The Philosophy department requires seven courses, while all other departments require eight.

Opposition to the APPC proposal was led by English professors, thirteen of whom attended the meeting. English chair, Richard Handcock, wanted to know why the number eight had been selected. He asked whether the department would be forced to drop courses and reduce the size of its staff if the proposal was implemented. Michael Gregory insisted that in English ten courses was a minimum requirement because of the range of topics - linguistics, literature, history - which must be covered.

Supporters of the proposal pointed out that its purpose was to prescribe a minimum number of courses, not to limit a student who wished to specialize. If students want to take more than the required eight courses they can do so, but it is unfair for some departments to set rigid requirements which would necessitate offering more courses and spreading more money than other departments.

Several councillors felt that the issues of departmental financing and minimum course requirements should be treated separately.

In other business council decided that a minimum of 135 and a maximum of 225 first year students be admitted to the mainstream stream next year. Total first year enrollment is to be 550. Joe D'oliveira said it was still too early to make precise predictions about next year's bilingual student ratio.

Pending the report of the Committee on College Government expected next week, student seats on FC committee can only be filled by students who are members of the council. This ruling passed at the recommendation of the Nominating Committee, in essence a compromise between students and faculty necessitated by the move to committeeyPrior to the meeting, students had previously elected students to sit on faculty council committees, but when the faculty insisted they relinquished this right it was agreed that only elected student representatives could be nominated.

Debates, which was sometimes touched with acerbity, was dominated by the faculty chairman, Richard Handcock who said there was no necessity to consider these issues.

In addition, there is a very real chance that the Learning Resources Centre will have to be completely revamped under the Aademic Policy and Planning Committee's decision if the Pipe Room Board established this fall through the efforts of Principal Albert Tucker and the students' council's proposal for a "social sciences" offering, new course.

Although most departments have already submitted their course offerings for the 1972-73 calendar year to the Curriculum committee for approval, the General Education sub-committee at this point it is still fighting over courses for the first year of Social Science offerings.

At the same time, however, Professor Vincent Farley, who chairs the Social Science department and Stan Kirshbaum of the political science department have submitted a proposal to teach Socialism and Capitalism as a full-year course.

The irony of this situation is that while Developing Nations was by, and large, well received and widely seen as a suitable replacement for the course devoted to the protests already on the Gen Ed sub-committees, Glendon and Wolf plan to be joined next year by economics prof Brian Belay. Despite many complaints this year, however, they have once again been refused permission to run seminars in the course.

Last Wednesday afternoon, at least part of the reason for the shortage of Social Science courses was the defeat by the sub-committee's fails to pass the Socialism and Capitalism proposal delayed, it may not receive the approval of a suitable replacement for the course due to the protests already on the Gen Ed sub-committees.

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Caucus must be active over summer

Around this time of year student grade committees try to get students away from the media glare of Open-text and try to focus on their courses. This year, however, the situation is rather different. The student government has been more active than in previous years, and the student body has been more aware of the issues facing them. This has led to a more active student government, which has been able to address some of the concerns of the students.

The department of history has been one of the most active departments this year. This is due in part to the fact that the department has been active in recent years. The department has been active in part because of the efforts of the departmental council, which has been working to improve the quality of teaching and learning in the department.

The departmental council has been active in several ways. They have worked to improve the quality of teaching and learning in the department, and they have also worked to improve the quality of the curriculum. The council has been working to make sure that students have access to the best possible courses, and they have also been working to make sure that the courses are relevant to the needs of the students.

The council has also been active in other ways. They have worked to improve the quality of the administration, and they have also worked to improve the quality of the faculty. The council has been working to make sure that the faculty are well trained and well prepared to teach, and they have also been working to make sure that the faculty are able to provide students with the best possible education.

The council has been active in other ways as well. They have worked to improve the quality of the student services, and they have also worked to improve the quality of the facilities. The council has been working to make sure that the students have access to the best possible facilities, and they have also been working to make sure that the facilities are well maintained and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the financial aid, and they have also worked to improve the quality of the scholarships. The council has been working to make sure that students have access to the best possible financial aid, and they have also been working to make sure that the scholarships are well funded and well administered.

The council has also been active in other ways. They have worked to improve the quality of the counseling, and they have also worked to improve the quality of the career services. The council has been working to make sure that students have access to the best possible counseling, and they have also been working to make sure that the career services are well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student government, and they have also worked to improve the quality of the student activities. The council has been working to make sure that students have access to the best possible student government, and they have also been working to make sure that the student activities are well organized and well run.

The council has also been active in other ways. They have worked to improve the quality of the student publications, and they have also worked to improve the quality of the student organizations. The council has been working to make sure that students have access to the best possible student publications, and they have also been working to make sure that the student organizations are well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student housing, and they have also worked to improve the quality of the student dining. The council has been working to make sure that students have access to the best possible student housing, and they have also been working to make sure that the student dining is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student health care, and they have also worked to improve the quality of the student safety. The council has been working to make sure that students have access to the best possible student health care, and they have also been working to make sure that the student safety is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student recreation, and they have also worked to improve the quality of the student community service. The council has been working to make sure that students have access to the best possible student recreation, and they have also been working to make sure that the student community service is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student leadership, and they have also worked to improve the quality of the student activism. The council has been working to make sure that students have access to the best possible student leadership, and they have also been working to make sure that the student activism is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student diversity, and they have also worked to improve the quality of the student inclusion. The council has been working to make sure that students have access to the best possible student diversity, and they have also been working to make sure that the student inclusion is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student engagement, and they have also worked to improve the quality of the student inquiry. The council has been working to make sure that students have access to the best possible student engagement, and they have also been working to make sure that the student inquiry is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student participation, and they have also worked to improve the quality of the student advocacy. The council has been working to make sure that students have access to the best possible student participation, and they have also been working to make sure that the student advocacy is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student representation, and they have also worked to improve the quality of the student governance. The council has been working to make sure that students have access to the best possible student representation, and they have also been working to make sure that the student governance is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student accountability, and they have also worked to improve the quality of the student transparency. The council has been working to make sure that students have access to the best possible student accountability, and they have also been working to make sure that the student transparency is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student data, and they have also worked to improve the quality of the student metrics. The council has been working to make sure that students have access to the best possible student data, and they have also been working to make sure that the student metrics are well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student feedback, and they have also worked to improve the quality of the student evaluation. The council has been working to make sure that students have access to the best possible student feedback, and they have also been working to make sure that the student evaluation is well staffed and well equipped.

The council has also been active in other ways. They have worked to improve the quality of the student communication, and they have also worked to improve the quality of the student consultation. The council has been working to make sure that students have access to the best possible student communication, and they have also been working to make sure that the student consultation is well staffed and well equipped.
In a general meeting of history faculty and students held last Monday it was agreed to let the students send representatives on the chairman's next advisory committee on tenure and promotion.

A debate had arisen over the chairman's suggestion that the committee have faculty and student members with two students being selected by him.

A petition drawn up and signed by Dave Malton and Eleanor Paul was circulated among history students last week after History chairman Albert Tucker called a general meeting to discuss the proposals contained in his report.

History Department chairmen, Albert Tucker's suggestion that students who had attended the meetings that had been held pointed out to be accepted as a condition for the students being selected at a meeting. However, student feeling at the meeting (with the exception of Don Walker, who was more conservative than the faculty) seemed to be for elected representatives.

Professor John Bruckmann said that if it was an advisory committee or a departmental committee which was being created. He explained that the Board of Governors in the University Act states that it shall be declared that hiring and firing were the responsibilities of the chairman and that therefore a departmental committee would have no role in any case.

It was decided that it was an advisory committee, and that there was no reason. As an advisory committee, the only one to consult on its form was the chairman, and the members agreed that their members would be appointed by the chairman in which it was reached in which all those in specialized or combined honors in history could vote.

In the referendum held last week Wednesday, 170 students voted in favor of the proposal to approve a student union fee increase of $4.00. The increase would be effective for a period of three years.

Non-returning results have been forwarded to the Board of Governors, which must approve them before they can be collected by the students' committee.

The roughly $15,000 to $15,000 collected through the fee increase will be turned over directly to the Pipe Room Board.

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Unlike most other art programs in the province, the Glendon programme has experienced a growth in enrolments in the last year. The number of grade 13 students applying to enter the University has fallen off sharply this year — as much as 8 per cent since last year. There is a 3 per cent increase in the grade 15 population, and this has been followed by a 172 to 620 since the school's division department sent all FA applicants information and an invitation to consider the Glendon option.

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by ALLAN GROVER

Since its release early this year, university administrators, faculty and students have been united in their opposition to the recommendations of the Draft Report of the Commission on Post-Secondary Education in Ontario. Unfortunately, because of the obvious conflicts of interest involved, these attacks have generally not been co-ordinated or systematic. It is clear, however, that the Wright Report represents a real threat to post-secondary education as we know it, and, most importantly, as most have thought it should become.

The Commission recently announced that it will now accept written submissions regarding its Draft Report until May 30, although it had originally intended to begin writing its final report for the government by the end of March. Despite this, it is sometimes extremely difficult to believe that the Commission is taking its opponents seriously.

Part of the problem is the systematic policy of reducing educational costs the Conservatives have pursued for the last three years. The announcement in March that budget speech that tuition for enrollment in Ontario universities will be increased next year by $100 is only the beginning of the onslaught on post-secondary education to come. The government has already successfully enraged elementary and secondary education school boards across the province with the budgetary cutbacks they have been forced to make for the last two years.

That's all very well and good, but nowhere in the Report does the Commission go on to define "public accountability." And as for "our faith in our democratic political system" and the "philosophy of the Draft Report," which make up only part of the future of our universities as viable, energetic and free institutions. We cannot understand the gravity of this fear, and we hope that our Commission will be made by presenting its final report to the government, to examine both the content and potential implications of its recommendations.

Quite apart from the fact that its members are all government appointed, the proposed make-up of the Board of Governors presents even a B.A. to find such a student eligible for grants for the first year of post-secondary education, but after the third year would be subject to stringent means tests.

These recommendations, if adopted, will subject a majority of middle-class students pursuing even a B.A. to conditions of grant proposals for the third year, and the need to establish a new social security scheme for all but the very rich would become exorbitant.

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The growth of post-secondary education in Ontario has been fostered over the last two decades primarily in order to speed up the concentration of attack to the establishment of a Co-ordinating Board. In dismissing the recommendations of the Commission, the draft report will be substantive, whereas the proposals have been conceived by the ministry to establish a government-appointed board of university governors. Although perhaps unfair, this suspicion is given credence by Doug Wright's strong and long standing ties with the Department of Education, itself distinctly Conservative.

Perhaps the greatest problem with the Draft Report lies in the blatant and glaring contradictions between its stated "aims," and its specific recommendations. The Commission holds that six people can adequately oversee the operation of all post-secondary institutions - boards neither representative of the public nor compatible with academic freedom. What makes the acceptance and its specific recommendations, both of which should be made by the government appointed (and controlled) Co-ordinating Boards to oversee the operation of all post-secondary institutions - or boards neither representative of the public nor compatible with academic freedom.

The Commission writes: "Both political principles and reality demand that we recognize the public nature of post-secondary education. The fact that practically all the direct costs of education are borne by taxpayers is a forceful and unnecessary programme?"

April 5, 1972 PRO TEM 5

Commission on Post-Secondary Education in Ontario

Submission to Wright Commission Report

1. Requests from interests organizations for the Commission will be received up to April 15, 1972.
2. Written briefs will be received and considered up to May 30, 1972.

The threat to secondary education
MULTIPLE CHOICE EXAMINATION

by larry trach  Reprinted from THE SHEAF

204. Introduction to Fundamental Myths and Realities in Education

Time: to be handed in 3 days before the elapse of

1. The purpose of a university is:
   a) the pursuit of truth and goodness.
   b) the pursuit of a job.
   c) the pursuit of A's (B's or C's).
   d) the pursuit of the opposite sex.
   e) all of the above.

2. It has been a few years since you were in high
   school. You spent four years studying French
   (Algebra, Physics, etc.) If you were to rewrite your
   Grade 12 French final today, you would score:
   a) 75-100 per cent
   b) 50-74 per cent
   c) 25-49 per cent
   d) 10-24 per cent
   e) 0-9 per cent
   (remember, no bullshitting)

3. You have now earned your B.A. and you have
   studied History 102 (Social Institutions, Cultural
   Anthropology). If you were to rap about the French
   Wars of Religion, George III, and/or Garibaldi, you
   would:
   a) be satisfied with how much you remembered.
   b) be disappointedly hazy.
   c) remember very little.
   (note: if you are like the overwhelming majority of
   students who don't remember who George III and
   Garibaldi were, don't sweat it, you get to keep your
degree anyway.)

4. The Coleman study reported that the average
   amount of time a high school student spent in
   mental alertness in class was:
   a) 50 per cent
   b) 75 per cent
   c) both of the above.

5. The Cameron study claimed that the average
   amount of time a university student in lecture spent
   on usual fantasy was:
   a) 25 per cent
   (hum, if this test gets any easier, I may have to curve
   it.)

6. The statement "students can take scads of courses
   in a field and are ignorant of the basic perspectives
   and presuppositions in a field" is:
   a) true, and happening all the time.
   b) true, and often uncorrelated to the grade.
   c) a and b.

7. You have a B.A. (or some other set of initials after
   your name). Many people equate the credential with
   an education, learning and even intellectualism or
   erudition. Have you:
   a) a sense of history.
   b) an appreciation for literature, artistic expression.
   c) read the Bible or Karl Marx.
   d) etc.
   e) none of the above.

8. Which of the following choices best describes the
   learning process as you experienced it:
   a) dynamic, involved, interesting, joyful.
   b) dull, passive.
   c) a and b.

9. As a six year old, you probably possessed a
   directness of attention, natural curiosity and more
   Dionysian sense of reality. How do you feel sixteen
   years of schooling has affected you:
   a) deadened and stunted your capacity for ex-
   perience.
   b) had no effect on your capacity for experience.
   c) enlarged your capacity for experience.

10. Public school was:
   a) dull, boring, intellectually sterile and unrelated to
      the concerns of youth and society.
   b) destructive of independent free thinking; one vast
      institution teaching conformity, yeamanship and
      servility.
   c) intimidating.
   d) a place to learn joyously, enthusiastically.
   e) your favourite combination.

11. Ideally an examination is a creative and thus
    learning experience. One should relax and enjoy the
    exam. As a student, your immediate response to this
    statement is:
    a) an inability to comprehend the statement.
    b) startled disbelief.
    c) hysteria.
    d) shock.
    e) vomit.
    f) your own spontaneous expression of alienation.

12. Examinations measure:
   a) your ability to write examination.
   b) your ability to cram and memorize (and sometimes
      your understanding).
   c) a and b.

13. The grading system:
   a) focuses the school term's learning material on the
      final exam (what you remember four months later is
      irrelevant).
   b) causes constant fear of exams which inhibits
      learning.
   c) prepares you for fierce competition in the real
      world.
   d) teaches us another set of phonem motivations.
   e) trains people to jump.
   f) is a cruel and inhuman system which rejects and
      disapproves of the not-so-bright.
   g) all of the above.
   h) promotes learning and growth (hint: this is a wrong
      answer).

14. What word(s) best describes a system which will
    assign 100 per cent (60-40 ...) of your grade and thus
    judge a year's learning in one three hour exam, on
    one certain April day—regardless of factors like a
    shattered love affair, a friend's wedding, a miserable
    cold, etc.:
   a) artificial.
   b) inhuman.
   c) absurd.
   d) all of the above.

15. Our economic and political elite (i.e. Board of
    Governors) want our schools to produce:
   a) poets.
   b) technicians.
   c) a and b.

16. Our economic and political elite want our
    schools to produce:
   a) honest, questioning, exploring visionaries.
   b) conforming materialistic slobbies who are
      happy with roles and a good pay check.
   (note: these questions do not imply that a
teachers cannot be a poet.)

17. A university is:
   a) an ivory tower where true learning goes on.
   b) a credential factory where qualified employees
      complete with the requisite bureaucratic working
      habits and values.

18. Does schooling remind you of:
   a) a Platonic academy where thoughtful questioning,
      serious debate, and reflection abound.
   b) a factory, complete with mass production lear-
      ning, rigid time discipline, repetitive and unin-
      teresting tool, and an unquestioned reverence for
      "superiors:"
   c) b.

19. The best word to describe what goes on in
    schools is:
   a) learning.
   b) training.
   c) programming.

20. Schooling prepares the student for a job, the "real
    world" (and upon occasion, self-realization). The
    most important functions of schooling are:
   a) to get one used to meaningless routines and
      uncreative lives.
   b) to snuff out independent thinking, passion, ex-
      citement, questioning, self-determination and
      emotion.
   c) to teach the value of extrinsic rewards (grades,
      honour rolls and gold stars) so that one values ex-
      trinsic success in the real world (status, cars and
      bling bling).
   d) to install a blind reverence to "superiors", and
      unquestioning obedience to arbitrary decsions.
   e) to create uninhibited adventurouses people ready
      to explore the world with confidence.
   f) a is a write-in, so compose your own answer.

21. If you go to a university and just turn on to the
    classes you enjoy, you are:
   a) deemed irresponsible by conservative romantic
      partners.
   b) losing "time and money".
   c) probably learning.

22. Multiple choice exams are:
   a) the easiest and most enjoyable way to beat the
      system.
   b) another reason some students cannot express their
      thoughts.

23. If Socrates walked into a classroom and saw
    two hundred students—backs bent, scribbling notes
    feverishly, getting writer's cramp—he would:
   a) be over two thousand years old.
   b) freak out.

Answers will be found in:
HAPPINESS IS SUBMISSION, A.B. Student
THE PROTESTANT ETHIC AND THE SPIRIT OF
APRIL EXAMINATIONS, Maxie Weerobo.

Note: Prolonged cogitation upon the above com-
position may randomize your synapses in a manner
dysfunctional to the mentality needed to write finals.
So, forget it.

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Additional Contest Question:
Does everyone like examinations?

Submit your answers to CONTEST c/o PRO TEM
It’s duh quotes dat tells duh real athletes

by BROCK PHILLIPS

What makes a Glendon ath­le­te great? Ath­letic abil­ity you say? Well you’re almost right. Ath­letic abil­ity is cer­tain­ly im­port­ant but it does not al­ways mean the dif­fer­ence be­tween be­ing a head­table guest and one of the as­sem­bled throng or au­to­graph hun­ter and au­to­graph giver. But it is the abil­ity to lea­se quotable quo­tes that sepa­rates the great­est Gloden­ton from the Gloden­ton also rats.

Look at this way. Bob ‘Deep Threat’ Ed­wards is known around the cam­pus as one of the top ‘ath­letes’. He has starred on the A-house bask­et­ball, foot­ball and wa­ter-throw­ing teams but his name has not ap­peared in the pap­er very of­ten. (Ap­pear­ance in the pap­er is usu­ally the mea­sured mea­sure when de­ciding whether one is a Glen­don jock or not.)

If you check those back is­sues of PRO TEM that used to line the in­side of your white pap­er back­et and the bot­tom of that bight cage, you will see how­ever that Charlie La­foret also of­f A-house (I think you are just win­ning an­other ex­am­ple of biased sports re­port­ing — J. Dow) is men­tioned on nu­mer­ous oc­ca­sions with an ac­com­pany­ing quo­te.

Charlie’s gREATEST feat of the year has been a bench press with a two pound dumb­bell, but is on the list of can­di­dates for the Glendon Hall of Fame. You say you’ve never heard of Charlie La­foret. It’s about time you started read­ing PRO TEM.

Windsor has. Charlie tells us that PRO TEM is sent to Windsor every week and that a Charlie La­foret fan club has started up with chapters in St. Catharines, Chatham and Till­son­burg. “You can­not po­lar­ize. The fan club in Till­son­burg is the Al­bert Knab fan club,” says Al­bert Kna­b.

How does one come up with a quotable quo­te? “I’d tell you,” said Charlie, “but I want to keep it a sec­ret.” So in or­der to help the rook­ies PRO TEM is print­ing some of the spot­lights. Read­ing your work so far, Susan Bo­othe started off the year with the first quotable quo­te: “First be some­one (old).”

As­tro Andy Ra­ven. “The­se are the possi­bil­i­ties that the pack will go over the sea. If you shoot low there’s no pos­si­bil­i­ty, said Andy. We’ll keep the neo­data in the lar­ger.”

An in­struc­tional quo­te comes from Astr­o Andy Ra­ven. “You know, you ask high there’s a possi­bil­i­ty that the pack will go over the sea. If you shoot low there’s no pos­si­bil­i­ty, way it will go over the sea.”

An ex­am­ple of a post-game com­ment comes from Charlie La­foret. “We would have won the game if we had scored more goals than them.”

We had a po­ten­tial win con­fused by por­ous de­tails. De­spite the com­edy team­work of John Pro­tem, the Sto­nes de­arted after the Gop­lers lost the hoc­key championship. But that’s the life of the party. First, the Sea Dog­ger. “It’s lud­i­crous ad­ven­tion of a side that I do not dis­cuss,” said Arch Love. “I don’t want to talk about it,” chortled the duo­dy and Doo­ny Young.

As­ways the last word goes to Sydney. “The kind of friends in the swamp, be­cause a duck may be some­body, said Ellie. The kind of friends in the swamp, where the weather is very, very damp. If you think this is the end, you’re right.”

Cigarettes and Cigarette Tobacco

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**records**

Le film “The Grapes of Wrath” sera pro­jeté dans la salle 125, York Hall, à 16 heures et 15. À 20 heures. Entrée libre.

Friday, April 7.

Le Pipe Room va pré­sen­ter un cam­pé-theâtre. lèye­gan­tes Jean-Pierre Évén­gué avec po­êtes et chansons. 2ème partie: “George Dan­­vin” de Malingre — Manteur en scène Jean-Pierre Évén­gué à 20 heures et demie. Entrée $0.50.

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**Confront Nixon in Ottawa**

April 15

Return tickets on the Peace Train for $3 and further information available at the desk outside the J.C.R.

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**The Rolling Stones**

by ANDREW MCALISTER

In 1964, the Rolling Stones were a dirty, ugly band. In 1971, they were still a dirty, ugly band, but for different reasons. Whereas anyone who saw the film ‘Gimme Shelter’ would know. Their latest release, Hot Rocks, 1964-1971, is their musical autobiography which consists of curiously tem­po­lo­go­ical or­der from each of their major albums.

After brief and unsuccess­ful excursions into other areas in the late 1960’s, the Stones have returned to what they do best – hard rock. In incor­po­rating the lew­dy sexual sen­sues of Main­ton, Mick Jagger, the pre­cision of Hal­low­een, Keith Richard and the geni­us of Keith Rick­ard and the geni­us of Keith Rick­ard and the geni­us of Keith Rick­ard with addi­tion of Mick Tay­lor, the Stones are better musicians now than they were in their prime. But the sound is still the same; their music is a re­flec­tion of the gom­er­ness side of life that other bands generally ig­nore.

The Rolling Stones are the best rock band in the world, and if anyone needs convincing, says it all.

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**on campus**

Wednesday, April 5

A meet­ing will be held at 5 p.m. today in the stu­dent Council of­fice to dis­cuss for­ma­tion of com­mit­tees and the ORIEN­TA­TION WEEK pro­gram. At­ten­tion is asked of all to get in­volved in the pro­gram or in the com­mit­tees should come to the meet­ing today.

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**Cigarettes and Cigarette Tobacco**

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**APRIL 5, 1972 PRO TEM 7**
Knit one, purl two,
PRO TEM you-whooh!