GETS C+ AND FAILS

Dr. Paul Goodman

Paul Stephens

"The American faces that used to be so
beautiful, so resolute and yet so poignantly
calm and silent are looking ugly these
days—hard, thin-lipped, and like innocence
spilt without having become experienced.
For our sakes as well as your own, be
wary of us." There is a note of sadness in
these words by a leading social critic of
American society, Dr. Paul Goodman,
who is delivering the seventh annual Massey
Lectures over CIB radio on Monday nights
at 10:30. The lectures began on Oct. 31 and
will run for six weeks, through Dec. 5 under
the general title of, 'The Moral Ambiguity of
America.' In the first lecture, 'The Empty Society',
Goodman finds the American political syste-
m to be over-organized, over-centralized, and
producing, by its bureaucracy, mindless-
lessness. What is the solution? Some
believe, says Goodman, that state polic-
y should be strengthened. The young people
Don't want to co-operate with the system
as it is. Therefore direct civil disobedience and
disarmament results, which, in turn, leads to
a police state. Escape through LSD, or by other
means is the logical outcome.
Others feel that we must invent new struc-
tures in which to work and that the hope for
reorganization lies with the young. But
Goodman suggests that this is a bad course.
Goodman believes that reconstruction is possible—through
terror. Two trends have put America on this 'bad course'!
First, industrial and business ex-
pansion for its own sake, and, second, the
exclusion of human beings from the system.
The Vietnam war, for example, is an occa-
sion for developing industry and business and
testing new techniques of warfare. The per-
sons involved will be killed in it are only of
incidental significance. More important are
the facts. For example, it is a fact for very
many years, one American makes five to
250 thousand dollars to kill a V.C. The war is
a disease, not emergency. Fighting and
dying are parts of the division of labour in
armaments manufacturing.
Our corporate society is based, says
Goodman, on systems development and
efficiency. This excludes human beings: the
aged, the young, the sick, the non-white—no place for them; and the insane—
insane.
Similarly such a system regards under-
developed persons as not quite people. We
must export our great society even if it
means cultural disruption in the under-
developed country leading to a dictatorships or
to political anarchy. It is a fact that one is
better dead than Red.
Basically, Americans are good people, says
Dr. Goodman. Yet they have lost the horse
sense that their society has been founded.
They have tended to bureaucracy and effi-
ciency. They are out of contact with real
people and real situations. There is a real
danger of the people becoming mindless and
of the society becoming Empty.
Goodman suggests that support for American
policy in Vietnam may be based on this argu-
ment: if foreign rather than facts. Glend-
don NDP club challenges any faction of
our American friends to debate this argu-
ment. A student (call him Kroy) had marks of A, Plus, C plus, and F in his second year final examinations.
The remaining lectures deal with various
problems in American Society. The series is
under the guidance of Dr. Agnew, professor of
psychological services.
ATTENTION ALL ORGANIZATIONS and CLubs.
Would you like free publicity for your
events? If so, leave all particulars with
Kerry McCauley, Men's Residence, no later
than 6:00 on Mondays.
Pro-Tem is in desperate need of respon-
sible individuals to help with both pho-
tography and dark-room duties. Any in-
terested people please contact John Klivans
Friday at Pro-Tem meeting, 2:30, or phone
769-5345.
We contend that supporters of American
policy in Vietnam tend to base their argu-
ments on foreign rather than facts. Glend-
don NDP club challenges any faction of
our friends to debate this argument. A student (call him
Kroy) had marks of A, Plus, C plus, and F in his second year final examinations.
TREAT OR TERMITES

Hallowe'en night at Glendon was highlighted by a number of strange and eerie happenings.
The evening got off to a swinging start with
York's answer to the Lady Godiva Band, the
enthusiastic Vanier residents. Blowing plast-
horn horns and clanging make-shift instru-
ments, they marched triumphantly across the
campus and through the halls of the Women's
Residence, loudly claiming their superior-
ity. ('Give us A V')
But that was not all! Can you imagine a
Giant Emerald-Green Caterpillar turning up
on your door-step some Hallowe'en night,
shouting ‘All-Hollow-o' and showing the ex-
splitting volume of 25 multi-lingual voices?
Monday night, trembling residents of St.
Leonard's Ave. were forced to apprehend all
their supplies of Hallowe'en goodies to the
ravenous appetite(s) of this enormous crea-
ture.

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The Student and Charity

As sure as the sun will rise tomorrow, as sure as we are burdened with the stigmata of tuition, death and taxes, so sure may we be of a yearly confrontation with philatelic money. The United Appeal is not the only organization which invites or requests your kind generosity. The poverty of underdeveloped countries is no mean problem. It becomes a god; something that must be spoken of in a serious tone or it 'then things are in a state of unshakable chaos.'

Just what does 'it' mean? If you can define 'it' as a strong sympathetic attachment to Glendon as an institution and community, then I believe I, and many others, have 'it'. If, however, you think 'it' can be measured with an indicator that simply says whether you have attended some campus function, then you have missed the point. I reject any indicator which equates good attendance with good school spirit and poor attendance with apathy.

The kind of mass hysteria that the phrase 'school spirit' invokes, horrifies me. I refuse to attend any extra-curricular functions because it is my 'duty', I will attend only because I really want to.

Those who make a career out of avoiding campus events are misguided fools rather than apathetic sots. For those of you who may have realized this simple fact, there is more to university life than you will ever find in lectures. By participating in the various organizations which give Glendon its character, you are presented with a unique opportunity to develop your individuality. If you are satisfied that this kind of activity is not to your taste, then you've got to decide for yourself whether you're going to stay away. It's your right! Don't let anyone judge you into participation by raising the ogre of 'apathy and the school spirit.' That kind of emotional appeal has been a failure even in the High Schools.

Letters

Thanks to the expertise of Time, U.S. News and World Report, CBS, etc., the North American public is being fed small but lethal doses of dehumanization which should culminate in an amoral sophisticatedness that will make P.J. Goebbels green with envy. The "big lie" as well as Werner von Braun are both being used to good use by the American State Department. One need not have super powers of perception to understand that the "Committee for Christ" bumper stickers found on cars in California and in other states, or the "Stand Up and Protest " bumper sticker that appeared recently in a "Communist" notices in buses and trains. Notice that all these signs use the same type of "caroons" as the fairly said (or so I have been led to believe) of the Charioteer of the Parnassus. I am sure you can't have missed the messages. I wish everyone could have seen them.

I can't help but feel that these things are more important to the student than I care to say. I don't want to make the simple differentiation between communism and fascism. As I see it, the Communists, engineers, the Nazis, the idealists, the Charioteers of the Parnassus, everyone cares about the same things. The largest difference is in the way they try to accomplish their goals. As far as I am concerned, the idealist is not necessarily any different from the engineer, and the biggest difference is the way he tries to get his way. The only difference is in the way he tries to get his way. The only difference is in his approach, and his approach is usually the one that he uses to get his way. This is the biggest difference between the two. But I don't want to go into that now. I just want to say that the engineers are more interested in the short-term results, and the idealists are more interested in the long-term results. But I don't want to go into that now. I just want to say that the engineers are more interested in the short-term results, and the idealists are more interested in the long-term results. But I don't want to go into that now. I just want to say that the engineers are more interested in the short-term results, and the idealists are more interested in the long-term results. But I don't want to go into that now. I just want to say that the engineers are more interested in the short-term results, and the idealists are more interested in the long-term results. But I don't want to go into that now. I just want to say that the engineers are more interested in the short-term results, and the idealists are more interested in the long-term results. But I don't want to go into that now. I just want to say that the engineers are more interested in the short-term results, and the idealists are more interested in the long-term results. But I don't want to go into that now. I just want to say that the engineers are more interested in the short-term results, and the idealists are more interested in the long-term results.
A CONVERSATION WITH ESCOTT REID

This made the task of attracting a faculty of high calibre a simple one because "Good students attract good staff."

Because of the work involved in creating a new college and planning its curricula, Principal Reid has not had much contact with students. This has been a keen disappointment for him. Next year, however, he hopes to have an Academic Dean so that he will be able to spend more time teaching and talking to the students. It is "unfortunate if the administrative head of a college cannot do some teaching". Mr. Reid has established several advisory committees, such as the Food, Book Store, and Athletic Committees which include students. For the first time, students were represented on a Library Committee and Mr. Reid feels that this has already proven of great value. A modern college cannot be run without some kind of partnership between the students and the administration.

Referring to one of the major goals of Glendon, Principal Reid said, "It is an extremely difficult task to create a bilingual college." He is pleased by the favourable reaction to the Glendon experiment in Quebec. Principal Reid feels that before we can get French students from Quebec we should encourage French-speaking students from Ontario. Above all, Glendon students must first prove their "good faith" in wishing to become bilingual. If Glendon becomes wholly bilingual in ten years Mr. Reid feels that we will have achieved our goal.

"If Glendon College is to play the role it should play in Canadian life, a fair proportion of its students should come from every region of Canada." The 25% students in residence, Mr. Reid pointed out that only seven come from outside Ontario. Mr. Reid and other administration officials will soon be meeting with the Students' Council on steps to arouse interest in Glendon outside the Toronto area. Little can be done, however, to attract students from other provinces until Glendon's full curriculum and reputation is established. We should do more than we have done in Canada to make it easy for students to go from one province to another."

When asked how he plans to "encourage students to organize extra-curricular activities concerned with public affairs" Principal Reid replied, "The student body itself has already done a great deal." He cited, for example, the Educational Teach-In, the Municipal Affairs Seminar, and Mr. Davis' proposed visit; stressing that such programmes are much better than Canadian student organizations.

During the interview, Pro-Tem was certainly impressed by Mr. Reid's friendly cooperation and also by his deep and sincere interest in the students of Glendon.

Where Glendon is Going

"Good students attract good staff!"

In an interview with Pro Tem last week, the Principal of Glendon expressed his role in the university as being, "to translate into advice and leadership the experience which I have had in being in public affairs administration for a long period of time." Mr. Reid sees himself as a catalyst helping to shape a college, its curricula, and a method of teaching, in order to fulfill the purposes for which Glendon was created. In Glendon now, and in the future, he hopes and aspires for the college, we can see the results of the application of his experience.

Mr. Archer said that the issues in the municipal election are high education costs, the need for tax reform, and the heavy burden on the property owner. Municipalities are not represented at Dominion-Provincial tax structure meetings as they should be. He suggested task forces of experts be created to protect municipal interests at Queen's Park and Ottawa. "Ottawa has the money, Queen's Park has the legislation. We have the problems." The Hon. J. W. Spooner, Ontario's Minister of Municipal Affairs, explained the origin of municipalities under the Baldwin Act of 1844. "Municipalities derive their authority by delegation of specific powers from the legislature." General authority is expressed in Acts which apply to all municipalities (e.g., the Municipal Acts, the Planning Act, and the Public Health Act) while private Bills passed for the special requirements of municipalities under the Baldwin Act of 1844. Alderman Hurlbert explained the difficulties of municipal governments.

Controller Campbell said: "I can't see how the Ontario Public Health Corporation regards Mr. Davis' proposed visit; stressing that such programmes are much better than Canadian student organizations."

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TOWNS' TROUBLES TAUGHT-IN

"We can draw on the strength of the staff and students of universities to help solve the difficulties of municipal government," said William Archer, Controller and candidate for Mayor of Toronto, told students gathered in the JCR last Thursday afternoon during a seminar on municipal affairs organized by the Progressive Conservative Club.

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"We have the problems." William Archer: Mayors'ity Candidate

Pro-Tem would like to make a correction in an article which appeared in last week's issue. In the article under the heading "Files Stolen" we should have referred to Mr. Parks, Coordinator of Art for Glendon College instead of Mr. Parks. Also, paintings have not been disappearing at the rate of one a month but some paintings have disappeared. Our apologies to Mr. Parks, Mr. Clarke, and Mark Darrow for these errors.
"Our Educational Mosaic" was the theme of a comprehensive teach-in held at Glendon October 26th. Four topics were considered—the basic nature of education, the value of our present high school system, the role of Community Colleges, and York's specific place in the educational process. The program attempted to "emphasize understanding rather than protest as the best form of student participation in society" according to Rick Schultz, chairman of the first session.

This session contrasted two young men deeply committed to improving the quality of education by highly different means.

Bob Davis (no relation to William) was a highly successful tech. teacher, but his basic disillusionment with the entire system led him to start a private school. He described the present educational system as "just another bureaucratic institution processing people for future employment. There is no regard for individual self-discovery, i.e., learning in the traditional sense." Education must be linked with the outside world; Mr. Davis scorned "the attitude of the Ontario College of Education that a teacher is to conceal his own beliefs at all costs." Mr. Davis feels a total change in our approach to education is necessary. The piecemeal modifications now being made do not question the basic premise of the system. Many more people should consider private schools.

The second speaker, Mr. Williams, as a civil service traditionalist, was by no means as pessimistic considering present conditions. Rather than a capsule definition of education, he suggested several characteristics of a suitable educational system, concluding with the thought that any worthwhile education is part of a self-correcting system. The elimination of Grade 13 exams and the concept of community colleges were given as examples of this process in Ontario.

In response to a question on regimentation in our schools, Mr. Williams pointed out that education is not the sole task of our educational system. He agreed that socialization, the indoctrination of our young into the folkways of our culture, may sometimes be overemphasized to the detriment of education.

With the somewhat biased resolution "the high school system serves only to perpetuate the status quo, and does not educate" the second session revealed the greatest divergence of views between speakers, and certainly gained the greatest student interest.

The negative side of the proposition was given by Mr. Huff, guidance co-ordinator for North York. He argued that in spite of pressure from taxpayers, employers, institutions of higher learning (or earning, as Mr. Needham describes them) and "hated critics, seldom in a position to influence the educational system anyhow", high school was relevant to the modern world. Proving himself highly skilled at providing the prophecies to his own rhetorical questions, Mr. Huff explained that secondary schools do not cater only to the intellectually select, teachers do not lead an ivory tower existence and regimentation exists only because society demands it. There was room for "constructive non-conformity" (such as being a football star or an Ontario Scholar) but Mr. Huff felt little sympathy for those who used "violence, vandalism and bizarre means for gaining acceptance".

Introducing both of all creatures, Richard Needham & Mail, disagrees: "The calculated prevent our yet the politicians who interested in pr will ask awar mice?" Accordi of training will b concluding leaders 1 pays his dues to hedders without concluded with s proving the syst voluntary, and es in a particular ar doubted that and security minded ones. However under his syste choose their insti receive enormous Mr. Needham: if there were an important m hands were obse spectators.
AIC—GLENDON TEACH-IN

The third session concerned the community colleges and technological institutes of Ontario. The discussion centred around two major issues: whether these institutions will lead to equality of educational opportunity, and the opportunities for the graduates of these schools.

As that most pathetic Grade 10 drop-out, Mr. Huff, poses of education is to from growing up. Are control our school system cing educated people who questions, or decide little o Mr. Needham, this sort unsuccessul not in pro- rather citizen 79476 who e International Feather- mall suggestions for im- high school, should be school should specialize of interest. The speaker suggestions would prove al than our present cus- its passive, bored and on period, Mr. Huff ad- was frequently handed to teachers; Mr. Needham thing in general attracts phe rather than capable use teachers successful whereby students could era as they wished, would laries.

Several panel members elaborated on the entrance requirements. A graduate of 4 years of any high school program is eligible for admission. In addition anyone over 19 years of age can take special upgrading courses and proceed with the regular program. Thus the new colleges should have a retroactive effect, giving large numbers a second chance at higher education. Nevertheless the panelists admitted that little was being done to explore the social and psychological barriers to equality in higher education.

The concept of direct transferability was strongly urged by three panel members. It would allow a student to go directly from the 2nd year of a community college into 3rd year university. Most university authorities— with the notable exception of York's Murray Ross—oppose this idea. However, Dean Stager of New College urged that applicants to university be considered according to their performance on the material given, rather than course coverage. The smug attitude of those administrators unwilling to consider this proposal was bitterly denounced by Mr. Sutherland, representing the community colleges. "The universities consider themselves the Brahmins in our caste system, and wish to consider all others untouchables."

Due to the small number of students remaining at the final session, the format was highly informal, and discussion ranged freely among administration, faculty, and students. In answering questions put to them by Principal Reid and various teachers as well as asking questions of them, students had an excellent opportunity to experience the uniqueness of Glendon's approach to higher education.

Areas of interest included the difficulties involved in finding suitable teachers, especially for first year classes, and the proper criteria for professional advancement. Regarding the possibility of further experimentation in courses, Mr. Reid pointed out the restraining influences of graduate schools and Teacher's Colleges. The possibility of extensive exchange programs was also raised; Gary Smith pointed out that C.U.S. has already organized a program of that sort. Principal Reid indicated efforts were being made in that regard, but that York's emphasis on general education made this question difficult.

Principal Reid said that the entire had been a valuable experience—symptomatic of the great questioning of basic assumptions in education today.

The session concluded with general agreement that the entire had been a valuable experience—symptomatic of the great questioning of basic assumptions in education today.
It may be that puerile introspection is inevitable in a region of the world as wealthy as Ontario. It is true that University students in other parts of the world have time for the tranqulizing declarations of dependence and despair heard at Glendon. I say "dependence" because the total commitment of a student’s personality is directed at the administration. This means students are shifting their responsiblity from the faculty to the Molson’s and an existing college. It is bound to be destructive to the very independence of mind which is so prized.

Paul Grayson

One of the highlights of last week’s Education Teach-In was the appearance of Richard Needham, author of the book "Does the High School System Serve Only to Perpetuate Inequality Rather Than Eliminate It?" Himself a Grade 10 dropout, Mr. Needham began his remarks by saying that it was "a great honour for me to speak at institutions of higher learning," He felt that learning was "inevitably a puerile, regressive system," and that training rather than education was the result. The school system, responsible to politicians, would inevitably try to produce "docile mice.

According to Mr. Needham, the school system had three functions: to socialize the child and make him adjust; to get the child out of the parents’ hair; and to keep labour short and wages high by keeping kids in school.

Some suggestions for improving the system were: reading and discussing books; making high school compulsory; where the student choose his own school and subjects; letting the students travel on school time and school money; paying the teachers high salaries and giving them freedom in their courses.

Some of these proposals may seem impractical. Perhaps they are-if looked at in the present school context. However, we need practical proposals, The professional approach of the administration is oriented towards working within the system. Radical proposals like these may be too strong for the system. If they are pushed hard enough, they can be incor­porated into the administrator’s planning.

John Harti

I would like to take issue with comments by Wayne Roberts, author of "Cultural Revolution at York" in which he is promot­ing democracy in the conducting of univer­sity life. It is true, as he said, that students do most of the talking because profes­sors do most of the listening. But I cannot agree with Mr. Roberts that in the university it should mean an "onerous formality to prevail. We feel no compulsion to be purged by working for them."

It is my contention that professors have failed. We have a splendid modern library but scarcely any books. There are Chinese gardens at Eaton roses but no place to talk all night. There is a theatre at York but the programmes amack of "culture", dowagers, fashion shows, not ex­ periment and students. The choir will have blazers and crests, but there is no singing in the dining room. Wherever we fail to participate in the life of the College we can be made to feel that our lives will be "lame", I should have no “arrangement” that might be made if the character of Glendon is left entirely in administration hands. The fact that the proposal for change in the system have determined in many respects the persona­ lity of the campus provethat we, as stu­ dents, have failed. We have a splendid modern library but scarcely any books. These ideas..., should be instituted with a view toward the day when students participate in choosing the systems, and the methods of grading of the courses.

Mr. Roberts says that students who have just finished taking a course, plus two from the incoming year should "meet with the professor and try and work out a change for the following year." What an extra-ordinary idea! How can a professor who has never encountered a subject he has not yet encountered, or even in one to which he has only one year’s experience? How can such a student expect to advise a professor on his subject, a subject which, hopefully, that professor has spent many years exploring? In no other field of learning does the professor study out by advising his master on his craft. A student may or may not like a course; he may or may not accept what a course teaches him; but surely he is in no position to dictate its content.

Democracy, according to the dictionary, means 'government by the people'; and also, "sov’t and popular rule... is equal to aristocracy..." But surely in this case, practi­ cical equality between students and professors would mean a total equalization of roles. Democracy by all means, Mr. Roberts, but not where excellence is at stake.

Jocelyn Boltrell

letters (Continued) to one side. "Yankee Imperialist" or "cap­ italist larceny" carry with them the same emotional overtones as the stereo­ types of the other side. The problem of all stereotypes is fundamental: they de-sensitize the individual to the concrete interaction on the basis of individual with individual, but not on the basis of "us" vs. "them." This may be a powerful factor in war, but it is hardly conducive to peace.

Mario Vigen

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Jocelyn Boltrell
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IS LIKE A SNAIL WITHOUT A SHELL.

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PLAN 2 - COMBINATION ACCIDENT AND SICKNESS

This covers all the services offered by Plan 1 plus sickness coverage - Surgical and Anaesthetic Benefits up to the maximum amount shown in the Provincial Medical Association's schedule of fees - pays your doctor from the very first visit - plus Osteopathic and Chiropractic treatments; Specialist and Psychiatrist when referred by your doctor; Diagnostic, X-ray and Laboratory Benefits; Ambulance Fees; Maternity Benefits for married students; Specific Hospital for non-resident and Overseas students.

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Graduating students from all academic disciplines are invited to apply.

CANADA PACKERS INVITE GRADUATING STUDENTS in Arts, Commerce, Business, Engineering, Chemistry and Agriculture to discuss plans for an interesting career in a leading Canadian industry.

STUDENT INTERVIEWS

with Canada Packers' Representative will be held on

at times arranged through the University Placement Office. For further information, Canada Packers' Annual Report and brochure are available at the Placement office.

CANADA PACKERS

CANADA'S LARGEST FOOD PROCESSOR
**FOOTBALL**

The York rugger season had a happening on the playing field of Founders Saturday morning as the red-and-white outmanned and outscored. Queen’s II to the count of 12-0.

The York squad ran rampant despite a fairly tough Queen’s scrimmage and a driving half-time. 12-0 is not fair justification of the York offensive effort - it could have reached wide proportions like 25-0 if a few convert attempts could have dinted the blizzard and if the referees had seen Tony Williams try. Nevertheless York did receive tries from Ken Hogg, Fast Beardslee-Bruce Bell, and Terry Hutchison (he’s the short guy from Founders’ with the blonde girlfriend). Tony Williams connected for points on a penalty kick to lead off the scoring in the first half.

Aside from the goal scorers, York got standout performances from George Gratson, Don Smith, Pete McCauley, Murray Young, Randy Shakhkivich, Bruce Montgomery, Paul Martin, Eddie Davis, Rick Rodder, Mark Godfrey and anyone else who put on a shirt.

This whitewashing came hot on the heels of an 11-6 thrashing of McMaster Wednesday night. York won 4 of its 7 matches against opposing university sides, it displayed an enthusiasm and skill beyond its years. The addition of seasoned waresmen such as Eddie Davis and Ken Hogg was a major contribution to be sure, but not to be neglected is the desire and early maturing of the younger players such as Murray Young, Bruce Bell and Randy Shakhkivich, to name just a few.

*The University of York Football Club has just completed its finest season to-date. Wins of 4 of its 7 matches against opposing university sides, it displayed an enthusiasm and skill beyond its years. The addition of seasoned waresmen such as Eddie Davis and Ken Hogg was a major contribution to be sure, but not to be neglected is the desire and early maturing of the younger players such as Murray Young, Bruce Bell and Randy Shakhkivich, to name just a few.*

Joe GUELPH 5-3

‘Game a flying start and things bode well filled in admirably at fullback. Nancekivell, and Tony Williams picked up the tries for York while Murray Young, Godfrey and anyone else who put on a shirt.

The greatest opposition.

This whitewashing came hot on the heels in view of the fine team effort on the field but time and space prevent this. Suffice to say that next year, when York at least enters the O.O.A.A. the O.O.A.A. League, York will have a strong foundation upon which to begin with the return of this year’s players.

**STANDINGS:**

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**LEADING SCORERS:**

| Brian Horon, 3rd year | 11  | 6  |
| Jack McTavish, First  | 10  | 0  |
| Mark Anderson, B House | 9   | 5  |
| Bob Laycock, Second Year | 3   | 17 |
| Warren Major, B House | 7   | 2  |
| Mal McKeechun, Fourth  | 6   | 2  |
| Howard Hamilton, First  | 6   | 2  |
| Tom Hooper, B House    | 4   | 2  |
| Ron Van Duyvenbode, 3rd year | 3   | 1 |

- **MILLERS UPSET GUELPH 5-3**

Last Saturday, the York hockey team, in its first game of the 1966-67 season, outplayed and out-hit a more experienced University of Guelph crew to claim a 5-3 victory.

York jumped into an early 3-0 lead in goals by team captain Eric McGlening and rookie Paul Erickson and were never headed after that. Mike Tumpanen and P. Pollard brothers, Kent and Fred, completed the York scoring.

- **YORK SLAUGHTER IN SEASON FINALE**

Last Saturday, the York hockey team, in its first game of the 1966-67 season, outplayed and out-hit a more experienced University of Guelph crew to claim a 5-3 victory.

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**SPORTS BILLOWD**

- **Intercollegiate: Basketball**
  - Friday, Nov. 4 University College vs York at Glendon 3:00 P.M.
  - Saturday, Nov. 12 R.M.C. vs York at Glendon 3:00 P.M.

- **Intercollegiate: Field Hockey**
  - Saturday, Nov. 5 Field hockey tournament at Hart House Grads 3:00 P.M.

- **Squash**
  - Thursday, Nov. 10 B & D League at UC 7:00 A.M.
  - Saturday, Nov. 12 R.M.C. vs York at Glendon 3:00 P.M.

- **Recreation**
  - Recreational Squash

- **Squash**
  - Kitchener 3 York 2

In the first match of the Toronto District Squash League, York suffered a close 3-2 loss to the visiting Kitchener club. The York winners were Mike Leversey 3-2 and Joe Le Moore 3-4 while Tom Leversey, Ted Britton and Bernie Swartz were unable to cope with their more experienced opponents.

**CURLING STANDINGS:**

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| Howard Hamilton, First  | 6   | 2  |
| Tom Hooper, B House    | 4   | 2  |
| Ron Van Duyvenbode, 3rd year | 3   | 1 |

- **YORK BILLOWS**

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**GIRL’S SPORTS SHORTS**

Suzanna Bielecki

York went to Field Hockey tournament at Waterloo last weekend. Participants in the historic battle were York, Guelph, McMaster, Waterloo, Western, McGill and U.O.T., of whom we played the last.

YORK WHOMPS OSGOOD 8-0

Our soccer entry in the O.O.A.A. (Ontario Intercollegiate Athletic Association) may be muddling about in the middle of the standings this year but judging by last Friday's performance, that's not where they belong.

York hammered Osgood 8-0 at Osgood for their third win in 7 starts and turned in a near-perfect team effort in the process.

Gord Johnstone led off the scoring early in the first half and the lead was padded to 4-0 by halftime. Besides Johnstone's marker, Don Chapman and Tony Thompson with 2 goals each and Alan Lord, Frank Raymond, and Andy Ranachan with one apiece added to the rampage. All except captain Ranachan are forwards—evidence of a cohesive, well-balanced front line.

Last game of the season comes against Hamilton Institute of Technology this Saturday, 11:00 a.m. at York.

**MILLS SNIPES CUPHELPI 5-3**

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**YORK UNIVERSITY RUGBY FOOTBALL CLUB**

*Cutline: Tony Williams connected for points on a penalty kick to lead off the scoring in the first half.*

In the light of his team’s strong finish, coaching Tony Nanciekivell reviewed the season this way—