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PRO TEM

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Toronto, Canada, November 3, 1966

Massey Lectures

Dr. Paul Goodman

Paul Stephens

'The American faces that used to be so beautiful, so resolute and yet so poignantly open and innocent, are looking ugly these days--hard, thin-lipped, and like innocence spoilt 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 great social critic of American society, Dr. Paul Goodman, who is delivering the seventh annual Massey Lectures over CBC 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 system to be over-organized, over-centralized, and producing, by its bureaucracy, mindlessness.

What is the solution?

Some believe, says Goodman, that state policy cannot be influenced. The young people don't want to co-operate with the system as it is. Therefore direct civil disobedience and disorder in the streets 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 structures in which to work and that the hope for reorganisation lies with the young.

But though he admits American society is on a bad course, Goodman believes that reconstruction is possible--through conflict.

Two trends have put America on this 'bad course': First, industrial and business expansion for its own sake, and, second, the exclusion of human beings from the system.

The Vietnam war, for example, is an occasion for developing industry and business and testing new techniques of warfare. The persons involved and killed in it are only of incidental significance. More important are the facts. For example, it is a fact (or very nearly one) that it costs between fifty and 250 thousand dollars to kill a V.C. The war is not a dreaded emergency. Fighting and dying are parts of the division of labour in armaments manufacturing.

Our corporate business society is based, says Goodman, on systems development and efficiency. This excludes human beings: the aged--useless; the young--not ready; the poor--no place for them; and the insane--insane.

Similarly such a system regards underdeveloped persons as not quite people. We must export our great society even if it means cultural disruption in the underdeveloped country leading to a dictatorship 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 on which their society has been founded. They have tended to bureaucracy and efficiency. 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.

Such was the general tenor of his lecture. It was delivered in a fresh, if rapid, New York accent, in a manner not so glib that it lost its feeling yet not so passionate that it lost its head. It was meaty and enjoyable.

The remaining lectures deal with various problems in American Society. The series concludes with 'Is American Democracy Viable?' (Dec. 5).

The series is directed especially to the young people of Canada. Will we learn from the American experience? Or will Glendon produce mindless bolts for a bureaucratic robot who are content to commute on silent buses between a human filing cabinet in Thorncliffe Park and a water cooler on Bay Street?

GETS C+ AND FAILS

Consider this situation. A student (call him Kroy) had marks of A, B plus, C plus, and F in his second year final examinations. The F was in Spanish which he carried because it was 'required'. As a result of that F, the administration is forcing Kroy to repeat the other four subjects.

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 plastic horns and clanging make-shift instruments, they marched triumphantly across the campus and through the halls of the Women's Residence, loudly proclaiming their superiority; ('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 'Treat or Termites?' with the ear-splitting volume of 25 multi-lingual voices? Monday night, trembling residents of St. Leonard's Ave. were forced to surrender all their supplies of Hallowe'en goodies to the ravenous appetite(s) of this enormous creature.

ATTENTION ALL ORGANIZATIONS and CLUBS:

Would you like free publicity for your events? If so, leave all particulars with Kerry McCauley c/o the Main Bulletin Board no later than 6:00 on Mondays.

Pro-Tem is in desperate need of responsible individuals to help with both photography and dark-room duties. Any interested people please contact John Klavins Friday at Pro-Tem meeting, 2:30, or phone 769-5345.

We contend that supporters of American policy in Vietnam tend to base their arguments on hearsay rather than facts. Glendon NDP club challenges any faction of the student 'body politic' to debate this. Any takers please contact Wayne Roberts, Paul Grayson, Roger Rickwood (former leader of Liberal Club, now NDP) or Howard Dougherty.

Help Wanted: Typist for Pro-Tem. Odd hours, terrible working conditions, lousy pay. Apply Pro-Tem office or contact Larry Goldstein.

SHARE: This year SHARE netted \$1,651,35 total or \$1.50 per capita. Congratulations Glendon.

FOLK MUSIC CONCERT: Founders S. C. presents John Lee Hooker, Michael Sherman, Jerry Gray (of The Travellers), and others. Saturday, Nov. 6, 8:30 p.m. at Burton Auditorium, York Campus. Tickets at door.

GLENDON FILM SOCIETY: 'The Lady with the Little Dog' (Russian, 1960). Sunday, 8:15 p.m., Room 204, York Hall. Admission 75 cents.

ERIC HAWKINS DANCE GROUP OF NEW YORK: U.S. reps at Expo '67. Sunday, 8:30 p.m., Burton Auditorium. Call Box Office for tickets. 635-2370

TREASURE VAN: Glendon Campus, Nov. 7-11; Atkinson Common Room, each day from 10:00 a.m. to 10:00 p.m. Sponsored by WUS.

The deadlines for applications for graduate awards are fast approaching. The Financial Aid Office in the Steacis Science Library (tel. 635-2216) would be glad to assist students in their graduating year in the matter of making application for graduate awards.

Some of the main awards and their final dates for application are: B.A. Oil Co. Grad.

Kroy 'couldn't give a damn about Spanish' and feels that it will find no practical application in his future business endeavours. But all his appeals have failed. He has now resigned himself to repeating the year. (See editorial, page 2)

Penny Berton

Amazingly, this 'loot' was later traced back to a certain party in the Common Room of B-House, Women's Residence. To further add to the mystery, across the din of A-Go-Go music and guitar playing, perceptive PRO-TEM reporters detected an unmistakable bilingual flavour in the mixture of voices!

It was reported that later that night, girls in the penthouse of the Women's Residence were awakened by an ominous pounding on the roof.

Although no definite conclusions have been reached concerning these mysterious activities, there is one bright ray of hope--perhaps Mr. Reid's aspirations for a bilingual Glendon College will be realized sooner than we thought!

Fellowships (Mar. 1); Canada Scholarship at Cambridge (Jan. 30); Can. Imp. Bank of Comm. Centennial Intern. Fellowships (Jan. 31); Commonwealth Scholarships for study in: Ceylon (Nov. 14), Ghana (Nov. 14); Frank Knox Memorial Fellowship (Dec. 1); Prov. of Ont. Grad. Fellowships (Feb. 15); Bank of Nova Scotia Bilingual Exchange Fellowships (Feb. 15).

GLENDON CENTENNIAL PROJECT:

How about a Teach-In

* Canadian Federalism?

* The Arts in Canada?

* The Role of the city in our society?

We need your suggestions.

We want your suggestions.

Make this project a success!

Suggestion box, in hall outside J.C.R.

HEALTH AND PSYCHOLOGICAL SERVICES COMMITTEE.

Mr. Reid's advisory committee on health and psychological services learnt last week that a nurse, Mrs. Bremmer, will be available at the sick bay, in the Girls' Residence. Students who are ill should contact her first. Those seriously ill will be sent to Sunnybrook hospital for further treatment. Day students are asked to reach their family doctor.

Dr. Senn, in charge of health services, would like a sick bay of six to eight beds provided on campus. Hopes are that one should exist by beginning of year, 1967.

Dr. Agnew of psychological services told the committee he wants his staff always available for immediate interviews. His staff will be academically involved in university life rather than being identified only with students in trouble. Instruction in reading improvement and decision making will be given to students.

The committee also decided that all students should be required to be medically insured as a condition of admission.

Mr. Reid's advisory committee on library policies, including representatives from the faculty, administration, Frost library and Glendon student body, met last week. The transfer system presently operating between York and Glendon is too slow to be of any use. The department heads will probably decide which of the books now at the Stacie Library are basic to students and ought to be returned here. A large part of this year's budget will be spent replenishing the Frost collection of journals and periodicals. The percentage of books lost is high in comparison to other University libraries (1600 last year).

EDITORIALS

Post Hoc Ergo Propter Hoc

The gutlessness of the academic community at Glendon is simply amazing. It is almost a cliché that "intellectuals refuse to take positive action when risk is involved", but the refusal of the academic community to demand justice for the second year student (see story, page one) would be funny if it weren't robbing a human being of a year's time. The "academics" we talked to were all very sympathetic. They "tsked, tsked", shook their heads sadly and politely indicated that there was nothing they could do.

The university is in a sorry state when human considerations are secondary to bureaucratic regulations.

The idea of a student repeating courses which he has already passed—and passed well in this case—is appalling. This concept of "education" is about fifty years behind the times. The sensible, that is logical, approach in this case would be to, as the rules say, technically keep the student in second year but allow him to take third year courses with exception of the subject he failed. The next step is to introduce, in time for next year, a credit system. If we are to have a decent reputation as a university we must introduce human reason where illogical and archaic "tradition" now exist.

Continuing the Dialogue

The teach-in on 'Our Educational Mosaic' was very much a success. Its best feature occurred quite spontaneously and was not in the programme, namely, the closing session, held informally, in which Principal Reid, the Masters of Vanier and Founders', and students talked frankly with each other. The rapport established, the openness of the discussion, the many central points brought forward have all contributed to the further success of the Glendon experiment.

It is our belief that this type of thing should happen more often. We at Glendon pride ourselves in the easy relationship between faculty and students. Because of their busy schedules, we have had too little discussion with Mr. Reid and other officials of the administration. They would not mind, we are certain, to set aside an hour or two about once a month to take part in such a brisk discussion as occurred at the teach-in. Any one could attend. Students and faculty could indicate in what ways Glendon is falling short of its goals or what we are doing which they find commendable.

Such meetings would give all a greater sense of participation in our experiment and a higher understanding of the concerns of the other groups. Who knows, Mr. Reid might even find that some students want what he wants.

We Don't Needham

Richard Needham is a pompous ass! He makes statements about subjects in which he has had little or no experience, usually in the form of fatuous generalizations.

Some of his ideas concerning education are valid. It is silly to tell students how to wear their hair or make them "smoke out of sight of the school". But anarchy is no substitute for common sense. Grade nine students generally don't understand enough of what may be studied to choose courses of study intelligently. Rules and regimentation are not synonyms, in spite of Richard Needham's philosophy.

Needham offers a 'half-assed' brand of kitchen philosophy. He has a glib answer for all of life's little troubles. He sounds amazingly like a T.V. detergent commercial: "Just use LOVE and you'll be clean, clean, clean!" Any real idea he might come up with is buried so deep in this kind of horse manure that most people either accept the horse manure as myrrh or are so disgusted that they just don't bother with the man at all.

We don't believe that he should shut up. Au contraire, the more he writes and speaks the sooner the T.V. masses will tire of him and he will go away.

Viewpoint

Everyone, but everyone has a beef about the so-called apathy of Glendon students. ('So who cares', we all chorus with an appropriate yawn?)

The R and W complains that there is a large segment of the student body that sits home and sulks when they should be attending dances. Not only do these students sulk a lot but they also eat pizza and drink beer when they should be down in the fieldhouse cheering our peerless athletes.

The Student Council complains that attendance at their meetings is terrible. Meanwhile, a friend of mine who attends every week, complains that the quality of the meetings is terrible and, besides, they're boring.

I think the whole business is rot. Almost every school I have ever attended has been obsessed with its 'School Spirit'. It becomes a god; something that must be spoken of in a sacred tone. If you don't have 'it' then things are in a state of unthinkable chaos.

Just what does 'it' mean? If you can define 'it' as a strong sympathetic attachment to Glendon as an institution and a community,

The Student and Charity

As sure as the sun will rise tomorrow, as sure as we will be confronted with installments of tuition, death and taxes, so sure may we be of a yearly confrontation with philanthropists gaffing for money for United Appeal and Share. So sure can we be, because this economic system under which we live depends for its existence on minimal unemployment, and a minimal percentage of the population living in poverty so that we may have "structural flexibility". Poverty is not the absence of affluence but its concomitant, the concomitant of a system where a few make profit from the many.

The poverty of underdeveloped countries is even more so the functional result of North American affluence, the base of which is exploitation of colonies as cheap suppliers of raw materials.

If poverty is structurally inherent both in our society and that of the underdeveloped world, it is silly for students to dissipate their energy towards the collection of paltry sums of money or conscience clearers. It serves only to patch up an inhumane and inefficient system.

In fact it may well be reactionary and not just a waste of time since these projects hinder the development whereby society as a whole will assume responsibility for these

then I believe I, and many others, have 'it'.

If, however, you think 'it' can be measured with an indicator that simply counts heads at 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 slob. For those of you who may not have realised 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 could do nothing for you, then stay away. It's your right! Don't let anyone bludgeon you into participation by raising the ogre of 'apathy and the school spirit'. That kind of an emotional appeal has been a failure even in the High Schools.

by Glen S. Williams

by Wayne Roberts

projects.

To deal specifically with Share, the aim of which is to help underdeveloped nations and create a world university community, these criticisms are especially relevant. The money we contribute is virtually meaningless in terms of any national economy and further, may serve only to prop up outmoded regimes. It is not at all a rational allocation of the time of students which could be much more wisely spent in developing public consciousness on these matters. As it is students give with little awareness, giving because they are too shy to tell the canvasser where to go. The same time spent by our student leaders could be better spent then on public education on the nature of poverty in these countries and the need for a world university community and orienting the government towards the adoption of some meaningful policy.

What we need is a new concept of the student in society, not a person thoughtlessly forking over a dollar for some purpose or other, but a student who is actively concerned with the problems of society as a whole and who will work to his ends in a meaningful way by taking leadership in broad reform movements.

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 sophistication that would have made P.J. Goebbels green with envy. The "big lie" as well as Werner von-Braun are both being put to good use by the American State Department.

One need not have super powers of perception to notice the "Kill a Commie for Christ" bumper stickers found on cars in California and in other states, or the "Stand Up and be Counted in the Fight Against Communism" notices in busses and trains. Notice that now even the villain of children's cartoons is stereotyped as the bald Asiatic with slanted eyes and Manchu beard.


These phenomena might be dismissed if they were solely the work of a fanatical few; yet even the government propagates these myths of international communist conspiracy. The persistent mention of the Munich analogy with reference to Viet-Nam, for example, shows not only complete disregard for historical context, but also an inability to make the simple differentiation between communism and fascism. As another example, CBS News Correspondent Morley Safer tells of a news conference in which the question: "Surely, Arthur, you don't expect the American press to be the handmaidens of government?" was asked of Assistant Secretary of Defence Arthur Sylvester. To this Mr. Sylvester replied, "That's exactly what I expect". Under the name of democracy, fact finds itself sub-

merged beneath the philosophy of "my country right or wrong".

This fault, of course, is not particular

(Continued on page 6)

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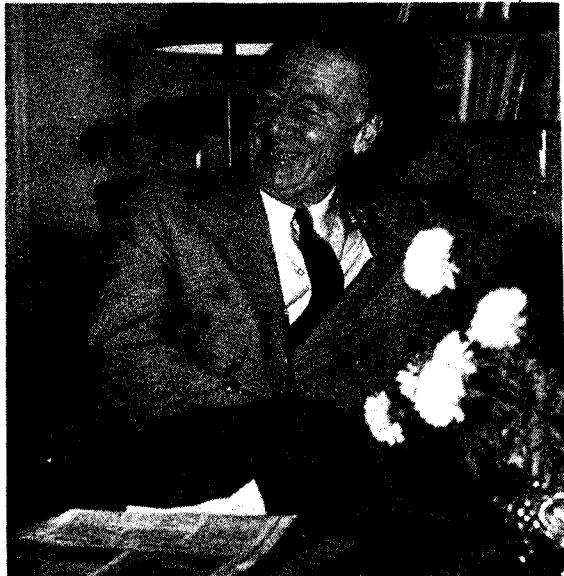


Pro-Tem is the student weekly of Glendon College, York University. Opinions expressed are those of the writer. Unsigned comment are the opinions of the editor and not necessarily those of the Student Council or the University Administration.

Where Glendon is Going

A CONVERSATION WITH ESCOTT REID

Murray Coolican
Jim Weston



'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 our Principal's hopes and aspirations for its future, we can see the results of the application of his experience.

Glendon already has a sound base provided by the senior students. Mr. Reid's major task was to attract a large Freshman class of high quality. He expressed his satisfaction that 376 applications met the admission requirements and that one-third qualified for York admission scholarships.

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." Of the 302 students in residence, Mr. Reid pointed out that only twenty 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 by itself has already done a great deal." He cited as examples the Educational Teach-In, the Municipal Affairs Seminar, and Mr. Davis' proposed visit: stressing that such programmes are "much better if done by student organizations".

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



'We should do more than we have done in Canada to make it easy for students to go from one province to another.'

TOWNS' TROUBLES TAUGHT-IN

Jim Weston

"We can draw on the strength of the staff and students of universities to help solve the difficulties of municipal governments," 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.

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 people. We have the problem."

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 are passed for the special requirements of individual cities. He said that the fast rate of urbanization was imposing problems of great difficulty on local governments. Nevertheless, Mr. Spooner felt that "taxpayers are getting a good deal more for their dollar than a decade ago" because of the expansion of services. Controller Margaret Campbell saw as the basic difficulty in municipal affairs a "cold war" between the municipalities, concerned with the city-dweller, and the rurally oriented federal and provincial governments. She urged a national policy on housing. As it is, the federal government acts as a "friendly broker" that will assist programmes, but

leaves it up to the municipalities whether they act on housing. As a result, the city that does do something, like Toronto, has to provide for people who flock into it from other, inactive centres. Another difficulty is that the Ontario Housing Corporation regards Metro Toronto as the authority for housing while Central Mortgage and Housing views the City of Toronto responsible for urban renewal. "Housing planning" and "urban renewal" are effectively synonymous.

Controller Campbell felt the greatest weakness of the Metro system is that there is no direct election to the senior level of government.

She also wanted to expand municipal taxes into fields other than property taxes which penalize citizens for improving their homes.



William Archer: Mayoralty Candidate
'We have the people - We have the problem.'

Alderman Hurlbert spoke of the problems of his community, North York. In fifteen years, it will double its population of 400,000. High-rise structures are proliferating. Parklands are threatened. He was concerned over the price of property: "I question whether it is even possible for a family to buy a house in North York." He wondered whether a proper community was growing in North York and claimed that the Municipal Affairs Department did not have sufficient research facilities. Nowhere could he ask: "What is the best type of community and what should be done to achieve it?"

The panel was asked about parties in municipal affairs. Alderman Hurlbert opposed them because "party ticket votes" would not reflect local needs. Both Controllers Campbell and Archer favoured party politics in municipalities, but ones not connected with provincial or federal politics. Controller Campbell said, "I can't see how you can get a Liberal sewer or a Conservative incinerator." Candidate Archer pointed to Montreal, where party politics was giving local leaders the power to act quickly for the benefit of the people. "I've been through the other," he said, "party politics can't be worse!"

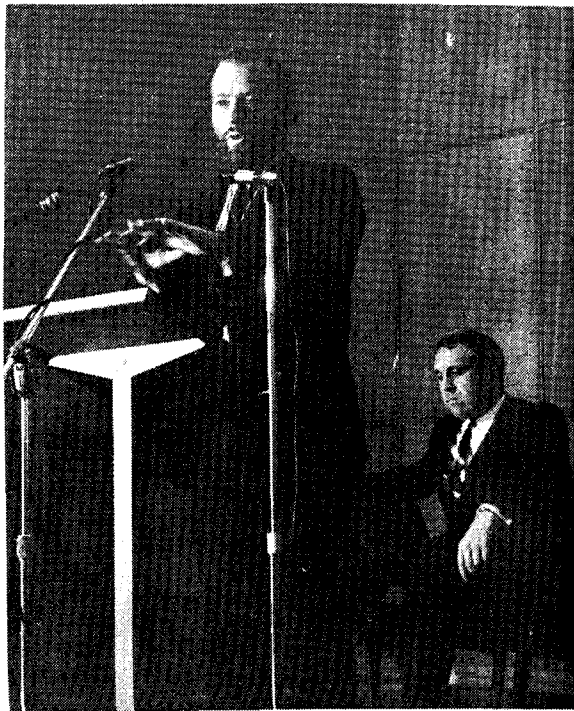
ERRATUM

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. Clarke, 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 Dwor for these errors.

OUR EDUCATIONAL MOSAIC

"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 scorns "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, (he serves on a board considering the curriculum), 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 worth-while 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 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 over-emphasized 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 "hotbed 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 proper answers 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 his of all creatures, Richard Needham & Mail, disagree "The calculated prevent our you the politicians will interested in pr will ask awkward mice?" According of training will b ducing leaders h pays his dues to bedders without

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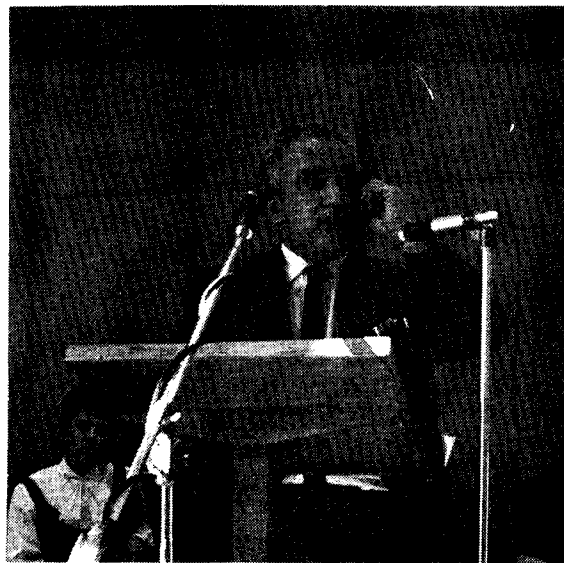
Mr. Needham c if there were an this important m hands were obs spectators.



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.



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.



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.

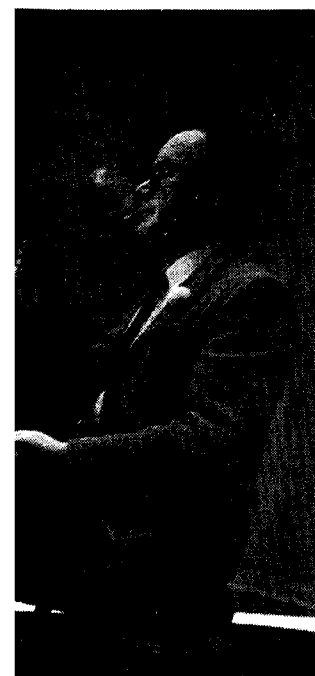
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nd among the 300 or so

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."



letters

(Continued)

to one side. "Yankee Imperialist" or "capitalist lackey" carry with them the same emotional commitment as do the stereotypes of the other side. The problem of all stereotypes is fundamental: they de-sensitize the individual and encourage interaction not on the basis of individual with individual, but on the basis of "them" vs. "us". This may be a powerful factor in war, but it is hardly conducive to peace.

Paul Grayson

One of the highlights of last week's Education Teach-In was the appearance of Richard Needham, speaking on the question: "Does the High School System serve only to perpetuate conformity rather than educate?"

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 impossible in a "bureaucratic regimented 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 voluntary and letting the student choose his own school and subjects; letting the students see life through travel on school time and school money; paying good 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 impractical proposals. The professional approach of the administration is oriented towards working within the system. Radical proposals may shake 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 in his article 'Cultural Revolution at York' in which he is promoting democracy in the conducting of university affairs. I am all for democracy, but I cannot agree with Mr. Roberts that in the university it should mean that "course critiques... should be instituted with a view toward the day when students participate in choosing the content, the presentation, and the methods of grading of the courses." Mr. Roberts suggests that two students who have just finished taking a course, plus two from the incoming year should "...meet with the professors in the summer and plan for the following year." What an extra-ordinary ideal! How can a student choose content in a subject he has not yet encountered, or even in one to which he has had only one year's exposure? 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 apprentice start 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 offers him; but surely he is in no position to dictate its content.

Democracy, according to the dictionary, means 'government by the people'; and also, 'social and practical equality as opposed to aristocracy'. But surely in this case, practical equality between students and professors would mean a sacrifice in standards. Democracy by all means, Mr. Roberts, but not where excellency is at stake.

Jocelyn BoHerell

It may be that puerile introspection is inevitable in a region of the world as wealthy as Ontario. It is doubtful that University students in other parts of the world have time for the tantrum-like declarations of dependence that have been heard at Glendon. I say "dependence" because the continual complaints about Glendon's personality are directed at the administration. This means students are shirking their responsibility for making Glendon an exciting college. It is bound to be destructive to the very independence of mind which is so wanted.

The attitude of the students seems to insist that the University be as demanding as a television serial. Few people are prepared to think. The university should be experimentation--not corroboration. It should be a cataclysmic disruption of the mind, a time of protest and objectionableness, intense labour, scholarship, and ingenuity. Nothing should interfere with the free play of a mind but another mind; not tradition, money, regulations, prejudice, ignorance, or time. There must be discourse.

It is my contention that universities thrive on intellectual activity and that throughout the world most students are doing the labour which is the choice of their profession. I doubt very much indeed that they think of themselves as an economic or intellectual elite, that they are living in an 'unreal' world, or that they will get high salaries for having sojourned for four years behind the ivy.

I am certain that, for them, being a student is just as much a labour as building roads and skyscrapers and just as firmly grounded on 'reality'. I am sure that they feel no compulsion to be purged by working in the summer. I am sure that if they need money, they fight for bursaries, loans, and scholarships. The current introspective misgivings at Glendon are the result of not using fully the possibilities of being free. (Some students believe this to mean 'lazy').

I shudder and fear what 'arrangements' might be made if the character of Glendon is left entirely in administration hands. The fact that people other than ourselves have determined in many respects the personality of the campus proves that we, as students, have failed. We have a splendid modern library but scarcely any books. There are Chinese gardens and Lady Eaton roses but no place to talk all night. There is a theatre at York but the programmes smack of 'culture', dowagers, and tycoons, not experiment 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 expect an onerous formality to prevail. We have a huge cliché about a species called the 'Whole Man' and not one single debating club. We have a much sought after system of seminars and lectures but professors do most of the talking because students themselves are not thinking.

If students do not become in the future more active than the administration in determining those matters which are the students direct prerogatives, including the persistent questioning of all regulations and formalities,

they will find that their lives will be increasingly consumed with the very formalities it is their profession to question. There is nothing 'wrong' with money, if indeed that is the trouble with Glendon, but to do nothing with the freedom it can buy is despicable.

In conclusion, I would suggest that students take it upon themselves to alter the present character of Glendon by vigorously and vociferously agitating for the reform of those policies of the university which inhibit the intellectual life of the students. These would include:

- i) a change in the present library's structure, organisation, and content (more books, periodicals, and space) and
- ii) such a change in the admissions procedure that would lead to a more diverse and, most particularly, a more international student population. A serious and imaginative appraisal of Glendon's future as a liberal arts college if it follows the proposed plans for making it a place for the study of current affairs. These should be done immediately by a body representing students, faculty, and administration.

On the other hand, I suggest that narcissistic students prevent themselves from becoming machine-made sausages. A university is one of the few places where individuality of person need not be theoretical or wishful thinking and it only remains to exert himself. As a generation we could scarcely complain of malnutrition.

Laurel Thompson

OEDIPUS REX--SOPHOCLES

Too often classics are portrayed drily on the modern stage, not because their plays are of little interest but because their formal, non-realistic style is foreign to their audience and players. The Ryerson Drama Workshop avoided this by experimenting with a style beyond the modern. They captured the spirit of the ancient play.

Most effective is the projection of slides on a screen which fills the rear of the stage. Over eighty photographs were used, to complement the changing moods of the play--a strong and powerful Grecian pillar at Oedipus' first appearance, a raging race riot when the Chorus is wildly distraught.

The Chorus is given a new dimension; it is mute. Its members, all in black and wearing white masks, dance futuristic figures of agony, surprise, doubt, and fear while an electronically magnified voice recites its lines off stage. This voice turns the Chorus's speech into thought which emanates from the dance to fill the hall. The musical effects, which too are electronic, were a happy choice for the production for they did much to convey the moods of the play.

The performance was impressive. I regret only that I cannot tell you to see it if you can for it ran for only three days. It's a pity.

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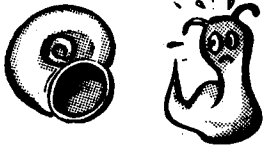
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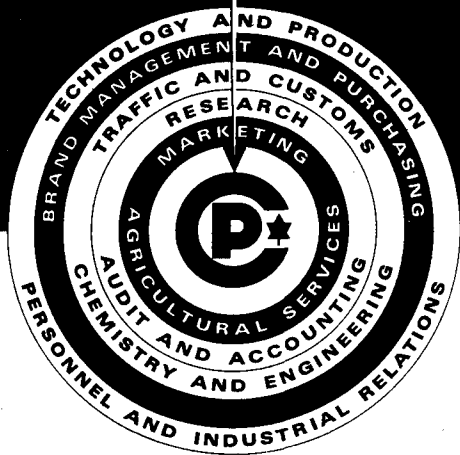
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YORK SLAUGHTER IN SEASON FINALE

Ian Wightman

The York rugby season had a happy ending on the playing field of Founders Saturday morning as the red-and-white outrageously molested Queen's 11 to the count of 12-0.

The York squad ran rampant despite a fairly tough Queen's scrum and a driving hailstorm. 12-0 is not fair justification of the York offensive effort - it could have reached wild proportions like 25-0 if a few convert attempts could have dented the blizzard and if the referee had seen Tony Williams try. Nevertheless York did receive tries from Ken Hogg, Fast Beardless-Bruce Bell, and Terry Hutchinson (he's the short guy from Founder's with the blonde girlfriend). Tony Williams connected for 3 points on a penalty kick to lead off the scoring in the first half.

Aside from the goalscorers, York got standout performances from George Orr, Don Smith, Pete McAskile, Murray Young, Randy Shushkewich, Bruce Montgomery, Paul Martin, Eddie Davis, Rick Hodder, 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 and the big 16-5 win 2 weeks ago over Guelph. In the McMaster game, Ken Hogg, Larry Nancekivell, and Tony Williams picked up the tries for York while Murray Young filled in admirably at fullback.

In the light of his team's strong finish, coach Larry Nancekivell reviewed the season this way:-

"The York University Rugby Football Club has just completed its finest season to-date. Winner of 4 of its 7 matches against opposing university sides, it displayed an enthusiasm and skill beyond its years. The addition of seasoned veterans 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 Shushkewich, to name just a few.



Each and every player should be mentioned 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.Q.A.A. the O.Q.A.A. League, York will have a strong foundation upon which to begin with the return of this year's players.

'B' HOUSE WINS FLAG FOOTBALL STANDINGS

Led by Jim Jack's 2 touchdowns, "B" House eked out a 33-27 win over Third Year to win the Glendon Flag Football standings by a narrow margin over the same team. Quarterback Tom Hooper and star passcatchers Mark Anderson and Warren Major should continue their highly productive offence this week in play-offs against Second, Third, and Fourth Year. Second Year, led by scoring leader Brian Horton and an efficient offence under the direction of Marty King, should provide the greatest opposition.

RECENT GAMES:

Oct. 18: Third Year 39; A House 14
B House 20; First Year 18

Oct. 20: Second Year 45; D House 25
First Year 31; A House 26

Oct. 25: Fourth Year 22; First Year 19
Third Year 35; D House 27

Oct. 27: Fourth Year 26; D House 12
B House 33; Third Year 27

Oct. 28: Second Year 49; A House 31

STANDINGS:	G	W	L	F	A	PTS.
B House	5	1	186	143	10	
Third Year	5	1	182	128	10	
Second Year	3	3	182	144	6	
Fourth Year	3	3	146	119	6	
First Year	3	3	118	129	6	
D House	2	4	130	163	4	
A House	0	6	108	226	0	

LEADING SCORERS:	TDS.	CONV.	PTS
1. Brian Horton, 3rd year	11	1	67
2. Jack Risk, D House	10	2	62
3. Mark Anderson, B House	9	5	59
4. Bob Lehman, 2nd year	9	3	57
5. Warren Major, B House	7	2	44
6. Mal McKechnie, Fourth	6	2	38
7. Howard Hamilton, First	6	0	36
8. Tom Hooper, B House	4	4	28
9. Nico Van Duyvenbode, 3rd	3	8	26
10. Larry Davies, T	44%	2	26
11. Tom Ellison, A House	4%	1	25
12. Roy Hanna, A House	4	0	24

SPORTS BILLBOARD

Intercollegiate:

Basketball:

Friday, Nov. 4 University College vs York at Glendon 8.30 P.M.

Saturday, Nov. 12 R.M.C. vs York at Glendon 8.30 P.M.

Intercollege:

Flagfootball:

Saturday, Nov. 5 Flagfootball tournament at Glendon 10.00 A.M.

7-Man Rugby:

Saturday, Nov. 12 Rugby Tournament at York 10.00 A.M.

Recreational

Squash:

Thursday, Nov. 10 T & D League York at Hart House Grads 5.30 P.M.

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 Leverty 3-2 and Joe Le Moine 3-1 while Tom Leverty, Ted Britton and Bernie Swartz were unable to cope with their more experienced opponents.

CURLING STANDINGS: as of Oct. 30

SKIP	G	W	L	F	A	PTS
Mike Shepard	3	3	0	17	12	6
Kathy Webster	2	2	0	12	9	4
George Lovatt	3	2	1	23	14	4
Brian Sullivan	3	2	1	17	12	4
Mike Cunnane	3	2	1	17	12	4
Judy Thrasher	3	2	1	21	17	4
Peg Walling	2	1	1	16	11	2
Dirk Verhilst	3	1	2	23	17	2
Mike Scott	3	1	2	9	11	2
Cathy Moss	3	1	2	15	20	2
Don Barnes	3	0	3	12	22	0
Cliff Randolph	3	0	3	9	30	0

YORK WHOMPS OSGOODE 8-0

Our soccer entry in the O.I.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 Osgoode 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.

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 2-0 lead on goals by team captain Eric McGlening and rookie Paul Erickson and were never headed after that. Mike Tumpane, and the Pollard brothers, Kent and Fred, completed the York scoring. Laurie Ego with two goals and Dick Finley with one, replied for Guelph. Frank McBryde suffered an injury to his left knee which, it is hoped will not be serious.

The team effort is reflected in the fact that 10 players received scoring points. York is thus off to a flying start and things bode well for the coming O.I.A.A. league schedule.

GIRL'S SPORTS SHORTS

Suzanna Bielecki

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

Ode to the Waterloo Tournament

Supercalafragalisticexpealedoshious
We don't think our Hockey team's the slightest bit atrocious.
Even though we're stiff and sore from our heads to our toeses,
Doesn't mean we aren't the team, the team whose got the mostest.
Mac is fast, McGill is great and Waterloo's a scream
When we played Toronto we really did get creamed.
Although we went and lost to every team we played
You can't deny, you must admit, our York defense was great.

You can't win them all, and we certainly didn't but we did better than last year (either the other teams are worse or we are better) and we plan to actually win one or two next year. For decadent, dissipated art students we did rather well against the barbaric phys. ed. Amazons of the other teams.

Editor's Note: Suzanna Bielecki is camp.

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