

PRO TEM



The Student Weekly of York University

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March 26/65

PRO-TEM AND PROTEST

The editorial opinion expressed in last week's issue of PRO-TEM has evoked much criticism. Some clarification of our position is necessary. The PRO-TEM offers its sincerest apologies for misunderstandings that may have arisen from last week's editorials. Such vague writing is a mark of amateur journalism that has unfortunately plagued the PRO-TEM throughout this year. The PRO-TEM has never officially taken a stand either against protests in general or against this particular sit-in.

The editorial opinion in the last issue was not meant to condemn, but to criticize. At least three points were made:

- 1) the protest was a demonstration not an ultimatum!
- 2) the sit-in was unorganized
- 3) the sit-in because it was attracting the wrong type of persons, was beginning to lose its meaning.

On the third point, the PRO-TEM is clearly mistaken. A sit-in worker has reported that high school students did go down to the Consulate Friday and Saturday night "to join the beatniks". A conversation overheard in the Common Room revealed that some York students had gone down to show off their York jackets, to get in front of the television cameras and even (yes, even) to carry a sign. And rumour has it that at least one young male was able to strike up a very close friendship with a young lady with the assistance of his sleeping bag. But these people were never in the majority, did not threaten to destroy the meaning of the sit-in. This judgement by the PRO-TEM was clearly mistaken, and for this the PRO-TEM apologizes.

We feel, however, we were justified in making our other two criticisms, that is, first, demonstration is not ultimatum, and secondly that the demonstration was unorganized.

The Toronto sit-in has been successful not because it was an ultimatum, but because it weighed upon the moral conscience of the U.S. government and the American people. The Alabama situation is not a power crisis, influenced by threat or ultimatum, but a moral crisis influenced by people taking strong moral stands. It is detrimental to the sit-in to confuse moral with physical influence and on this basis to issue an ultimatum.

The second criticism was that the sit-in was unorganized. (Note: That both this article and last week's article were written with information not available to most York students). The food situation from 2 o'clock Wednesday to 5 o'clock Thursday was precarious for, though spontaneous

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PRO-TEM AND PROTEST (cont'd)...

donations did save the day, it was not till Thursday evening that SNCC started to stockpile food in SCM headquarters. This is not editorial conjecture, but a statement received from a sit-in worker partly responsible for ensuring a food supply. Similarly it was not until Friday at 5 o'clock, that she (the above-mentioned sit-in worker) and several other workers took over the phones in the SAC office to contact the radio and press. It was their efforts Friday night and Saturday that finally ensured the food supply. Thus, the food supply was not assured until two full days had passed.

Similarly the all-important press and radio contacts were not organized until Friday at 5 o'clock. Even this was spontaneous, and not previously planned. In the words of one SAC officeworker, the "sit-in's over and it's still not organized".

The point is that protests and sit-ins hover between being ludicrous and being significant. In the 24-48 hours it took, for SUPA, SNCC and other workers to get organized, the sit-in was saved by a sympathetic public support which most protests do not enjoy. People who knew nothing about non-violent demonstration, but who were 'intuitively sympathetic' responded to the demonstration by sending food, blankets and money. And this is unusual.

In conclusion, the PRO-TEM sincerely hopes the criticism its last issue aroused has been a paper battle, rather than a substantial disagreement. Certainly the PRO-TEM's criticisms are minor, for despite the lack of planning and the ultimatum, the sit-in had a significant effect, and was an exception to the seemingly futile attempts of previous demonstrators.

...vh

WILL EDUCATION END UNEMPLOYMENT AND SOLVE AUTOMATION?.... ...J. Glenn

Certain "experts" on planning would have us believe that unemployment and automation can be solved by educating the unemployed (even at the present high and rising costs in education). However the situation in some booming European countries, which at present are importing foreign labour sheds a revealing light on this argument.

These countries are importing workers from other lands in spite of the fact that most of these workers lack education, skills, training, and even a knowledge of the importing country's language. Yet they are given jobs in the most advanced and modern sections of industry because there are jobs to be filled! Special training is given on the job.

The point is, if there are enough jobs, workers will be hired whether they are educated or not. On the other hand if there are not enough jobs there will be unemployment no matter what level of education the unemployed have.

Of course, possession of a better education may give workers an advantage over other in competing for available jobs. But retraining schemes do not cut down the overall number of unemployed except in so far as they provide work for teachers or temporary pay (about \$25 per week) for students (unemployed) who are not counted as being unemployed as long as they take these courses. But this is only a drop in the bucket as far as the real problem of poverty and unemployment is concerned.

What Canada, as well as the United States, needs is massive federal and provincial or state public works programmes for low public housing, hospitals, universities, etc. which would really provide work and eliminate unemployment. This coupled with a shorter work week -- 30 hour week for a 40 hour pay-- would go a long way toward eliminating these problems. Any administration honestly seeking to eliminate poverty, unemployment and the problems of automation would undertake these measures. But at present they are not part of President Johnson's, Prime Minister Pearson's and Premier Robarts' popgun battle against poverty, unemployment and the problems of automation.

We regret to announce that this will be the last issue of the PRO-TEM for the current academic year.

The last two issues of the paper have been put out by loyal third year types (and their loyal supporters) who felt that the PRO-TEM should come out despite the fact that PRO-TEM editors had announced their last issue two weeks ago.

We would like at this time to thank you for your support and to wish you all best of luck in the examinations and the summer.

dvjb
fg
vh

AND THEN I LEARNED TO WRITE DEP'T. . .

Dear Mr. Editor,

I wish to make a few comments about the editorial of 'ao' which appeared in to-day's issue of the Student Weekly of York University.

First, I am confused about the rhetoric and argument of the editorial. Can we agree that the demonstrations in front of the U. S. Consulate actually have been examples 'of poor taste and undignified behaviour' as we read in paragraph one? I wonder if the author has seen the demonstrations. Or is the matter to be stated as we read in paragraph five, of the loss of "emphasis and dignity" which was once held by the demonstration, but which it holds no longer? Or are the demonstrations losing the respect of "others" ("others", of whom?) so that they become a "nuisance" as we also read in paragraph five? We cannot have it three ways, since they are all based on different assumptions about causes and prior conditions.

When I should like to ask, would the author of the editorial have been willing to support the demonstrations -- when they are in good taste? dignified? emphatic? popular? He (and we) might have a long time to wait for that kind of demonstration. And yet, even if the demonstrations did have emphasis and dignity (which I believe they did throughout), would not the strictures which the editor proposes (I think wrongly) in paragraph three still apply?

But the demonstration is over. It concluded, with the object attained, when the press and other news agencies reported that a Federal Court Injunction ensuring police protection for those demonstrating (especially in the Selma-Montgomery march) was issued. And so my real issue is not with the semantic or logical faults of the editorial (reprehensible though they be), but with the whole tone of cultured and disdainful abstemiousness which characterized the antiseptic statement.

I am not impartial. I have participated in the demonstration from its planning stages, and know both its weaknesses and its strengths at first hand. I know there is a real danger that such a demonstration will fall into the designs of opportunists (sic), despite the best intentions and care lavished upon it. I am aware that some of these opportunists lurk in the media of communications (sic). I regret that I find them so close to home. I know further that it is a great difficulty to bring such an act of public conscience - probing to a satisfactory conclusion without either dissipating the effect or discouraging the participants. I believe that that condition was met with the decision to conclude The demonstration last evening.

I know that the comments both of the author of the edi-

torial and of "vh" later in the same issue are incorrect and misleading. There has been no falling off of interest -- in fact, quite the opposite. The dimensions of public support have become, with the marches of Friday evening, and of Tuesday noon, massive. That they are also significant in moulding the U.S. image is shown by the fact of their widespread coverage from Mexico City to Peking, from London to Johannesburg, and all in headline articles.

And yet, my reservations about the good-will of the Editor go further than the suggestions of these few paragraphs. While I am delighted that at least eight members of the York Faculty participated in either the sit-in or the marches, I am shocked at the disinterestedness of the student-body. I am pleased that one faculty member and his wife cooked meals for the sitters, and that others supplied clothing and blankets. Some have organized benefit performances to raise money, and others are circulating appeals for the support of Dr. Martin Luther King Jr. and SNCC. But where is the support of the student body? And where is the leadership of PRO-TEM to be found?

Ah, you may say, the cause is Their cause, not ours. And so we also eliminate our concern with the French problem, and with the Eskimo problem, and with the Berkeley problem. All of these are precisely our problems, because they concern us not at the level of international interference, but of human values and rights. And the support of the Selma SNCC has been rightly regarded in that light by those who have cared to gather sufficient information. It is widely known (unfortunately not to your editorializer) that the Toronto demonstration has been in the closest possible contact with the National SNCC headquarters in Atlanta, and they have encouraged each action that we took, and we took it only after discussion with them. It is also widely known how much the Toronto demonstration strengthened the morale of those in Montgomery and Selma when they heard of our actions. This is not heresy, but on the actual evidence of Miss Prathia Hall and Mr. Lafayette Surney speaking at York (did the editorializer hear them?). They knew in Selma, and in Atlanta, and in Washington, and elsewhere just how sensible the American Government is to internal and external pressures and images.

If the demonstrations on University Avenue are motley, so are the uniforms of the Civil Rights workers in the Deep South. One does not like to be dragged in one's Sunday best. If the method was dramatic, so, we feel, is the cause, and I remain amazed at the silence of the York paper last week.

It is very easy to criticize a student movement from the outside for lack of organization in the days when most of us have grave reservations about the organization man. Yet I know of no other student action in this

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AND THEN I LEARNED TO WRITE DEP'T. . .

city or in any other in Canada which has been planned at every stage with a full democratic use of consensus, with a complete willingness to be open and adaptable in a volatile situation. I know of none which has asked such searching questions about human motive and causation. I know of none which has more persistently and patiently cultivated principles of non-violence.

How sad that York can afford to comment in a superior and parochial way from the sidelines, without dirtying its suburban hands in the kind of issue upon which the freedom of a university depends!

How pitiful that a liberal education tempts even responsible persons like editors into the complacency of non-involvement, without searching the implications which that very education should focus!

How discouraging that our single editorial comment should sneer at the most significant student action which Canada has produced in a hundred years!

Tentanda via? Ah no . . . Sic transit gloria Eboracensis.

Yours indignantly,

William Whitla.

* * * * *

Dear Sirs:

In his article, "The Sit-ins and its Unintelligence", I was surprised that the usually concise Victor Hori would write such a general statement as "The protest was unorganized."

The facts of the organization were as follows:

1. From the beginning of the sit-in, a food committee was detailed to obtain food from various organizations; the demonstrators were not dependent on anonymous gifts, though they were accepted.
2. Specific persons were delegated to explain policy clearly to the press, radio and TV by telephone, or on-the-spot interviews -- a measure that was sorely needed in the previous Viet Nam demonstrations.
3. Other demonstrators were assigned to steer hecklers to the side and discuss their viewpoints with them -- a strategy which resulted in many of these hecklers becoming enthusiastic supporters of the demonstration.
4. Throughout the entire sit-in, freedom schools were carried on at 44 St. George St., training new "recruits" in non-violent behaviour and educating "publicity-seeking adolescents" in the theory of non-violence and the civil rights issues.

5. There was always a coordinator present to oversee the entire operation. These coordinators were organized on an 8-hour shift basis, as were some of the demonstrators, but most elected to "sit-in".
6. The organizers also headed the arrangements for the march on the American embassy in Ottawa and were continually in touch with the Selma demonstrators.

Considering the above facts, it appears that the protest could be termed "organized".

I advise Mr. Hori to learn the facts before he questions the organizing ability, the intelligence, and stamina of such leaders as Diane Burroughs and Arthur Pape. Perhaps too, he might have investigated the actual situation at the sit-in rather than theorizing from York's cosy arm chair.

Secondly, I was curious at the PRO-TEM's front-page editorial of last week which concluded, "We have made our point and have a right to be proud." In point of fact, certain students have made a point; the PRO-TEM made no mention of the Civil Rights issue in its previous Friday publication, despite the fact that the Selma incident occurred on the previous Sunday, the demonstration was planned on the Tuesday evening and initiated on the Wednesday morning. Admittedly, PRO-TEM brought out two issues that week, but I question if "A Tribute to Charles Brayfield" was equal in importance to the Selma crisis.

Finally, the purpose of the demonstration was not only to pressure for voting rights, but also to stay until protection was guaranteed for the Selma demonstrators. I question if the effect would have been maximum had the consulate known that it would only have had to wait seven days before the students would go home. The demonstration was part of the pressure which resulted in President Johnson's promise of federal protection to the Selma marchers. The sit-in in Toronto ended on a note of triumph.

I too, doubted the value of continuing the demonstration following President Johnson's statement to Congress. Yet the faith of others in holding to their principles indicates that they are the ones who have a right to be proud.

Angela Pritchard (III)

ED. Note: Due to the exceptionally voluminous correspondence we have received as a result of last week's editorials regarding the demonstration at the US Consulate, we have decided that to print all the letters would be redundant and boring. We feel that Ms. Whitla's and Miss Pritchard's letters best sum up the general sentiment of the letters we received. We do wish to acknowledge however that similar letters of criticism were received from J. Brian McHugh, Jack Seaton, Linda Light, and Sylvia Edmonds. A clearer explanation of PRO-TEM's editorials of last week is given by Mr. Hori elsewhere in this issue.

AND THEN I LEARNED TO WRITE DEP'T...

Dear Mr. Hori,

First, please accept my congratulations for your so learned definition of culture: according to your article in last week's PRO-TEM, "It can and should refer to all aspects of our society from arts to politics, from social reform to automation." Certainly it "can" and does take in all of those fields -- but can the Cultural Affairs Chairman be expected to co-ordinate activities in every area of our "cloistered" society?

Do you realize what it would mean, in terms of time alone, to attempt a job of this scope? It is because I cannot afford to work eight hours a day, five days a week, on the Cultural Programme that it was restricted by me to the "Fine Arts".

Perhaps if you had expended less energy on criticism, and more on establishing facts, you would have discovered that a "good speakers' programme dealing with wide-ranging topics" has already reached the planning stage. Obviously you were too busy during this past year to participate in or attend the many and varied meetings and musical performances. Perhaps it is in the convolutions of your mind, rather than in "the mainstream of student thinking" that "old ideas... rotate in narrow, restricted, and incestuous patterns".

It is my conviction that if the nominees for the position of Chairman for Cultural Affairs can be said to have "restricted" themselves to the field of the arts -- this should not be stated in a perjorative (sic) sense. The fact that we recognized the potential magnitude of the position -- and limited ourselves -- should have indicated to you, and to the student body as a whole, that we looked upon this new position at York with serious realism.

It is my hope that you will now reconsider your statements of March 18. Be critical, certainly! But let your criticism be valid, and constructive.

Yours sincerely,
Karen E. Petursson,
Cultural Affairs Chairman.

Ed. Comment:

Since it appeared that a programme dealing with all aspects of our culture (not just fine arts) was not going to be implemented next year under Cultural Affairs I suggested to Mr. Richard Schultz, External Affairs Chairman that he might consider such a speakers programme. I am pleased to report that he has placed two students in charge of a 'Social Action Committee' under External Affairs. Tentative plans include a set of three speakers on the Canadian Indian problem (including perhaps Miss Kahu-Tineta Horn), speakers on penal reform, and on drug addiction, a speaker from the U. of T.

Settlement House on juvenile delinquency.

Further plans include perhaps a debate for Orientation '65 between two professors on the 'pro's' and 'con's' of free tuition for university.

I sympathize with your fears of spending too much time at Cultural Affairs to the neglect of studies, but I feel that any elected position within the Student Union to a large extent, is limited not so much by one's time, as by one's lack of imagination and organizational ability.

..vh

OF FOLK AND SONG...

... Ian Cameron

Folkniks, Rhythm and Blues Animals, and even the fans of hard-hitting primitive jazz will be interested in hearing John Hammond at the New Gate of Cleve, Dupont and Davenport, this week. John Hammond is a white kid, and he sings blues that spring from the Negro folk tradition of the country and the big city. He uses the complete vocal, verbal, and guitar imagery of the Negro, and yet in my opinion does not sing Negro Blues. He sings the blues of the white person, the Negro, or what have you, in the context of the urban organized absurdity and oligarchy of modern North American life. He can be introspective, and the emotion he communicates at such a time is hard but gentle, basic and un-sentimental. He can also express himself in the irony that is typical of the blues form. When he laughs, he's laughing at himself -- and you. Most often it's not even a laugh; he merely stares you -- and himself -- down.

John Hammond catches, in a way matched by no other performer with the exception of Bob Dylan, the essential spirit with which one must meet "modern life." He's a good artist, and an excellent performer.

FINAL BANQUET

Friday March 26

Buffet Dinner.....6 p.m.....New Dining Hall
Awards Presentation..8 p.m....Old Dining Hall
Dance.....9:15 p.m.....Old Dining Hall

Dance Music by the

CAMBRIDGE QUINTET

Admission to awards presentation and dance free to Members of University Community and their guests. Admission to Dinner Free to Students with Tickets and Faculty. Guests and students without Tickets: \$2.50

STUDENT COUNCIL EMERGENCY EXECUTIVE MEETING...

The Student Council Executive held an emergency meeting Tuesday March 23 to discuss the raising of university fees by \$100 at McGill and by 15% at the Maritime Universities. Last year the Student Council passed the "freeze the fees" motion that was adopted at the national C. U. S. Congress in September. The principle of this motion is that the University Administrations across Canada not raise fees until the submission of the report of the Bladen Commission (a Commission of the Canadian Universities Foundation now studying university financing).

In view of this, it was decided that letters be sent to the Presidents of the Universities involved expressing the support of the Student Union of York University for the stand taken by the students of those universities in opposing the fee increases.

UNCLE AL WANTS YOU...

As the second and third year students are aware, the period from May until September is a vacation from the academic phase of university life only. The extra-curricular activities are carried on during the summer months by a core of hardworking and devoted people who have a whale of a time filling their spare hours planning the programme for the coming year.

The opportunity of partaking in the satisfaction and enjoyment of these activities will be presented to all York students in the last week of school. A list will be posted on the Student Notice Board. All students who would like to aid the various departments in their summer work are requested to sign the list in the appropriate columns. Among the areas in which your help is needed are orientation, publications, (Aardvark and Zzardvark), advertising and public relations and committee work.

The need for student assistance has been increased this year by the imminent opening of Founder's College. On the new campus there will be approximately five hundred freshmen and only 25 upper classmen. The task of planning programmes for such a large freshman body can only be met if the student body now at Glendon College will pitch in and help to make the programmes for the new campus as well organized and successful as those presented to the students at Glendon. Please address all inquiries to the Student Council.

Lend a hand and have a blast!

Editors: David Victor John Bell
Victor Hori
Fred Gorbet.

ATHLETIC COUNCILS CHOSEN...

On Wednesday March 24, the selection committee, composed of the members of the 1964-65 Intramural Executive Council who had not reapplied, and the 1965-66 Men's and Women's Athletic Representatives, made the following choices for the coming year.

MEN'S

1st. Vice Chairman	Nick Christian
2nd. Vice Chairman	Tom Hooper
Athletic Assistant	Gage Love
Athletic Assistant	Ralph Lamoureux
Co-ed. Assistant	Chuck Gordon.

WOMEN'S

Vice-Chairman	Susan Hemingway
Athletic Assistant	Carol Young
Co-ed. Assistant	Suzan Brodie
Treasurer	Vicky Dargo

The Committee would like to thank all those who applied. The number of applications received was extremely encouraging and we hope that those not accepted will continue to help.

Good luck to the new members and would the newly selected men's members please see Ron Cuthbert in the near future.

THE STORY OF CHRISTIAN SCIENCE

(one half hour movie)

Friday March 26 (TODAY!)

Room 129 2:15 p.m.

Questions welcome.

Does your life lack a purpose? Join...

the S. P. W. B.

Now!
And find new meaning.

WATCH MAIN BULLETIN BOARD FOR DETAILS

THE POET'S CORNER...

Invincible

Serenely suave
He sucked a soothing swirl of smoke
Blue-tinted from a tube of tars --
Surveying coolly all before,
Superior-eyed,
Demure.

What vermin fools crawl through this world,
He thought with passive calm.
A cloud of scorn blew from his lips
Enveloping a mind constricted,
tight with dryness.

Eyes narrowed in another drag
And watched indifferently while
The smoky greyness disappeared,
And sifted through a bloated air,
Fat enough already with a rank pollution.

--Barbara Wilkes (II)

Progress

In the valley, stand laden Elm trees
Sloughing rich hanks of luscious snow.
The sun seeps sullenly through the grizzled grey.
Scorching one life to ease another.
Erect amidst the sigh of splopping slush
The dark trunk stretches out dank arms
That once were white.

-- Barbara Wilkes (II)

When Time Can Breed No Longer

As I was walking down by the shore
A woman came up and spoke to me:
"You're doing nothing; you must do more
Before you can rest in eternity."

Her face was wrinkled, but well I knew
Her life saw what I longed to see.
She spoke of many; she spoke of few,
Who had passed this way just like me.

"Your feeble minds you have filled with doubt;"
She looked at me with such scorn.
Then she raised her arms and she gave a shout,
"Oh cursed be the day you were born!"

She left me there, but her voice I can hear
As I lie on my bed and just ponder.
But now I know that her words were clear,
Aforever I'll have for my wonder.

Lines To Cynthia

Cynthia,
I see you now
As I first saw you,
Standing in the woods
In dress of green,
Your golden hair
Glistening in the moonlight,
As if your brother, the sun,
Were shining down on you.

Where are you now?
Perhaps you have gone
To lure some ship--
To seduce another Agamemnon
Seeking to conquer Troy.
But what of my Troy?
Have you only used my innocence
For sport, as you would sport a deer?

O Hecate!
O Goddess of all falseness!
You have darkened my soul
As you have darkened the moon.
Hell gapes! Without a Sibyl
I must go. Farewell!

--Terry Gadd.

A Moment

How Can the years replace
What a moment has taken away?
Time heals all wounds, they say.
But No! Time can never heal
What a moment has taken away.

To pass beyond the realms of time;
To find that moment held immobile;
To find that wheel, that hub
Where time and motion can never be--
Where that moment exists forever.

Death, life, happiness or sorrow--
Perhaps it's better that they not remain,
But a moment of death remains through life:
Not gone, but here forever
A moment made time immortal.

--Terry Gadd.

WHATEVER HAPPENED TO DOCENDO DISCIMUS?

In the nineteenth century, universities were primarily places where select students and professors met with the idea of sharpening the intellect through discussion. Emphasis was placed on becoming familiar with old ideas rather than expounding new ones. Thus universities became receptacles of knowledge rather than knowledge-producing institutions, and, to a degree, suffered through too rigid an application of the principle of docendo discimus ("we learn by teaching").

In this century changes in the orientation of universities have almost brought about the other extreme. Complete disregard for the value of teaching as an aid to learning. This trend began almost by accident: the prohibitive cost of laboratory equipment meant that the pursuit of new knowledge was introduced to the university through the back door of science. Academics in all disciplines, spurred on by the achievements of their colleagues in the science departments, began to engage more deeply in research. In addition, student bodies grew to such an extent that small group discussion became impracticable, and teaching at the students took the place of learning with them.

Today professors are hired, ostensibly to teach, but are promoted on the basis of their published research. This is so because of the difficulty encountered in trying to establish an objective criterion by which to judge teaching ability. In an attempt to appraise the academic, administrators fall back on 'tangible, indisputable tokens of some kind of academic achievement.' (John Fisher, Harpers, Feb. 1965). Such 'tokens' include prizes, foundation grants, which incidentally are given for research purposes, and especially published writing. It is not unusual at some universities to demand a minimum number of column inches per year.

This practice of "Publish or Perish" has disastrous consequences. Academics publish for the sake of publishing instead of for the sake of knowledge, and the number of inferior, published, works attests to this trend. At the same time, teaching becomes a distraction, students an annoyance: lectures deteriorate in quality and students feel a type of alienation that culminated in Berkeley riots of last November. Moreover, administrative control over academic appointments and advancements strengthens the position of the administration and leads to "the displacement of intellectual values by those of the marketplace" (Robert Presthus, The New Republic, Feb. 20, 1965).

No one recognizes the dangers inherent in this trend better than President Ross. In The New University he warns that unless checked, "the emphasis on research and writing will overshadow the importance of good teaching." In his view, "teaching and research are of equal importance". Obviously, research is a major source of fresh material and new ideas for the lecture hall. But the current fallacy lies in equating research and publication. No provision is made for the professor who is an inspiring lecturer but whose published output is low.

All the good intentions in the world, including those expressed by Dr. Ross, will not alter this situation unless some method of appraising teaching ability is institutionalized. John Fisher (op. cit.,) suggests that

collective student judgement should be sought out systematically, and weighed (along with other factors, including research and publications) in deciding faculty rewards and punishments.

There are various ways to canvass student opinion, and Mr. Fisher outlines some of them now in use. Harvard students, for example, publish a "Confidential Guide" that critically analyses courses and lecturers.

If York is to avoid losing sight of the true ends of a university, docendo discimus must be preserved and "publish or perish" discarded, and this can only be done through the institutionalized appraisal of teaching ability.

... Dave Bell.

As we cease publishing for the 1964-65 Academic Year, we at the PRO-TEM would sincerely like to:

wish KUDOS to:

- 1) Committee on Student Affairs for allowing two students to sit at their meetings.
- 2) the Library, for Sunday hours.
- 3) the Red & White Society for Orientation, Sadie Hawkins, Wasafawfa, the Semiformal, the Formal and an otherwise great job.
- 4) the Intramural Athletic Councils for work, work, work, and surprisingly, results.
- 5) the Ski Club for Animal Nite '64 -- the true mark of sophistication.
- 6) the '64-'65 Student Council for better common room arrangements, York Student Agencies Incorporated, the Expansion Committee to set up Founder's College Student Council, Laval Exchange, the Student Union Building Survey, better relations with the Administration, common sense and efficiency.
- 7) David Bell for the Woodrow Wilson fellowship.
- 8) Al Offstein for Jazz at York
- 9) Mrs. Marguerite Oswald.
- 10) John Glenn and Linda Light for saying something different.
- 11) Social Services Committee for the highest WUS Share fund raising average in any Canadian University, a very good blood donor clinic, one of the most productive Heart Fund campaigns in Toronto (Plaudits to Charleen Harris and Colin Campbell).
- 12) Basketball team for winning four games.
- 13) Treasure Van
- 14) William Whitla for winning the Kent Fellowship and a Canada Council Grant (Not to mention writing the best letter to the editor of PRO-TEM received this year).
- 15) The E-House Party
- 16) The York Choir for Kiwanis and for Christmas Carolling
- 17) HORI, KANTEL, AND ANDREWS, for the C.U.S. Congress.
- 18) Everybody who tried hard.
- 19) Hori, for keeping the whole megillah on the road.

nominate for OBLIVION:

- 1) Time magazine for accurate journalism.
- 2) A York University Debating Union that sponsors no debates.
- 3) Charles Brayfield.
- 4) Vending machines in the Terrace Room
- 5) Potholes and the ice in the lower parking lot.
- 6) The Lower Parking Lot.
- 7) In-jokes in the PRO-TEM.
- 8) The Student Council Portable.
- 9) A too too long Athletic Awards Banquet.
- 10) Anybody who cried 'apathy'.

remain non-committal on:

- 1) Yorkids and Roses
- 2) Versa-food food.
- 3) Janus and Saelala and Pro-Tem.
- 4) Pinkertons.

wish luck to:

- 1) John Conway at Founder's College
- 2) Mal Jackson and Founder's College Student Council.
- 3) Al Young and the '65-'66 Student Council.
- 4) The Central Advertising Bureau for Student Council.
- 5) Escott Reid
- 6) Graduating Class York 1965.
- 7) The Federal Government.
- 8) Everybody starting the second week of April.

YORK STUDENT AGENCIES INC. . . .

One of the most exciting ideas to come from the 1964-65 Student Council is the idea of York Student Agencies Inc. The Agencies Inc. is an idea borrowed from Harvard University. Six years ago, enterprising persons at Harvard noticed that a large number of businesses were being run by students at very small profits to the individual student organizers. In an attempt to increase profits and streamline efficiency, these small independent businesses were incorporated under a full-time administrator; a standard accounting system was imposed upon these businesses and a standardized office procedure was established.

In six years time, Harvard Student Agencies Inc. has grossed over \$1,200,000. Most of this money has been turned back to students as wages. Part of the money was kept for capital expansion of the corporation.

The Council is now planning the establishment of York Student Agencies Inc. under the guidance of Jim McDonald, Student Council Second Vice President. York Student Agencies Inc. is now being conceived as a third branch of financial aid (in addition to the first two branches of scholarships and bursaries, and the NES Office).

The primary goal of the Agencies Inc. is to provide on or near campus jobs for students; these jobs are to combine flexible work schedules with high monetary returns. The first stage of YSA Inc. should go into operation in 1965-66 with simple businesses as used book-sales, sale of lab. coats, sale of desk blotters, etc. In time the Agencies can expand to include some of the businesses now at Harvard, such as a foreign travel agency, a foreign car agency, and a complete catering service.

The major problems are as follows:

- 1) The legal framework must be worked out by a good lawyer.
- 2) The agency must be coordinated with the University administration, particularly with the new financial aid office.
- 3) The administrative structure (ie. a Board of Trustees, paid administrator, student managers, student workers) must be worked out.

York Student Agencies is an example of the imagination and foresight which has characterized the 1964-65 Student Council.

THE ART GALLERY OF TORONTO PRESENTS . . .

Prof. Seymour Slive
Harvard University

An illustrated lecture: "Paintings by Frans Hals and Jan Hals"

Wed. March 31/65 8:30 p.m.

FLASH: FINAL EXAMS CANCELLED . . .

In an exclusive interview with the supreme authorities in the University, the PRO-TEM yesterday received rights to publish the following statement, which will be made public and released to all Toronto newspapers within the next two days:

All students in the Arts Course who registered Tuesday morning or Monday afternoon and those in the Science course who registered at any other time, provided they are not enrolled in Humanities III or Italian Language and Literature, planning to transfer to the new campus next year or the year following, will not be required to write final examinations in those courses not being studied with a view to obtaining a Class A or a Class B Teaching Certificate until the Spring of 1965 or 1966 depending on whether they are in Arts and Sciences respectively.

The Senate reserves the right to change this regulation without further notice.

ED. COMMENT:

When the news first broke in the PRO-TEM Office on Wednesday night, there was natural confusion and commotion. When the resulting melee had subsided we found that none of the staff, none of the editors and none of the typist was left in the Office. Presumably they had all departed for the Library to participate in their first serious study, now that the pressure of final examinations was off (Or else they were madly searching for an old calendar to find out what their name started with and hence determine when they registered).

It was not until late Thursday afternoon that we were able to find our missing manpower and finally complete the newspaper. We must apologize for the one day delay in publication, but under the circumstances we are certain that you will understand.

As far as the actual decision itself is concerned, the PRO-TEM is pleased by the progressive insight and wisdom the senate has shown in regards to the over-all purpose of education. PRO-TEM of course has been arguing this line for some time (not as much this year perhaps as last year) and we were deeply honoured that the University Administration chose to allow us to make the official announcement to the students. We hope that such examples of forward thinking and maturity on the part of the Administration will continue in the future.