

# PRO TEM



*The Student Weekly of York University*

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VOLUME III, Number II

Toronto

Canada

December 5 th 1963

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## PLANS REVEALED FOR NEW YORK CAMPUS: 20,000 STUDENTS BY 1980

Yesterday, the Board of Governors officially unveiled the plans for York's new campus at Keele Street and Steele's Avenue. This event climaxed over two years of planning by UPACE ( University Planners, Architects, and Consulting Engineers) assisted by Dr. Thomas Howarth and Hideto Sasaki M.L.A., A.S.L.A. This team, representing some of the foremost planners in North America, have presented a Master Plan which, within twenty years, will call for a 500-acre campus containing more than sixty buildings affording facilities to over 20,000 students. The Honourable Robert H. Winters, Chairman of the Board stressed that it had been agreed that no part of the new campus would be started until the whole had been designed. Now the preliminary details are complete, and the New York campus will open its gates to students in the fall of 1965. By then, the first six buildings of the large multi-faculty University will be ready for occupancy.

York will spring up virtually overnight, and will have to forego the gradual growth enjoyed by most other universities. Dr. Murray G. Ross pointed out that situation demanding this "instant university" is simply the large number of students that will be seeking admission and the determination of the University not to sacrifice quality of tuition for mass production.

The planners have been careful to give function precedence over design, while keeping in mind that the university will serve human beings. For this reason, the college system will be instituted - twelve colleges in three clusters of four - to provide each student with a home on campus, with a sense of identity with his own college and with intimate contacts with fellow students and teachers. Another important factor is the separation of pedestrian and vehicular traffic. Careful plans have been made to accomodate 10,000 cars around the periphery of the core, allowing easy access to the University. The central section, surrounded by a 'ring road' will be off limits to all but service vehicles and cars performing special functions.

Finally and most important, the architects have emphasized the use of space between buildings as being almost as essential as the buildings themselves to the formation of the new university community. Consequently, much time was spent studying other university settings and the result has been a close-knit cluster of structures interspersed with small areas providing beauty and intimacy as is found in few modern campuses.

The plans are characterized by high idealism, and the success cannot be judged until they have been implemented. However, if York's fathers adhere to their vision and continue to 'try the way', Toronto shall soon be able to boast one of the most beautiful and well planned campuses in North America, - York University.

## REFLECTIONS ON A REFERENDUM....

The most striking result of last week's referendum was not that 180 students favoured a 'free' Common Room, nor was it that 108 students wished to restrict the Common Room; it was, simply that close to half of the student body just didn't care.

This revelation makes us wonder why such an insignificant issue was brought up in the first place.

Ostensibly, it was because there was a 'great outcry from a lot of students.' If this is the case, where were these many students when it came time to vote? Why were they not campaigning to have bridge removed from the Common Room? Why was it up to the Vice-President of Council to make an impromptu speech and to print up and distribute leaflets bearing his signature?

The point we are trying to make is that the issue was not of as much concern to the students as it was to the campus politicians; they introduced it, they defended it, they campaigned for it.

The Pro-Tem took a stand on this issue, only because it was introduced by Council. We are of the opinion that it should never have been raised. We feel that Council has, or should have, more important matters to resolve. We believe that the time spent in discussing this question, and in running a referendum on it, was time wasted.

The prestige of Council has suffered badly; we find it hard to believe that a Council that has yet to adopt a Constitution is willing to spend time discussing petty and inconsequential things like "bridge in the Common Room."

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## STOP THE PRESS.....

In a close game, which could have gone either way, York hockey team lost last night to Upper Canada College firsts, 3-1.

Bob Myrvold scored the only York goal, as the Red and White team found it hard to adjust to the European style of play, used this year in Toronto High School leagues.

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## THE ROLE OF THE PRO-TEM

Recent events, and in particular a pamphlet circulated by Victor Hori last Thursday, have given rise to some misconceptions concerning the role of the Pro-Tem, and the privileges and responsibilities of the editors. There seems to be a feeling that in the recent controversy we did not adequately present both sides of the question, and that we are obligated to publish both viewpoints--in short, that we should be "fair and impartial" in our treatment of issues. While we have no wish to rehash old and trivial issues, we would like to clarify our position in this respect.

To assume that the editor of any publication should attempt to be fair and impartial, is somewhat akin to assuming that a lawyer should be obligated to argue both for and against his client. The function of an editor is just the opposite-- he is expected to take a stand on issues, and to express his opinion on matters of public concern. Judges should be impartial, but editors must be opinionated.

Despite this, we feel that in view of the nature of this publication, representing as it does the only continuous, organized means of expression for York students, we have an obligation to publish any opinions which the students care to submit to us, either in the form of letters to the editors, or in the form of articles, and the only tests these will be subjected to will be journalistic.

If we disagree with your point of view, we will say so, and we will attempt to rebut your arguments, but we will print them. Any student who is afraid to submit his opinions to this sort of scrutiny is free to do as Mr. Hori did, and circulate a pamphlet.

But while we have an obligation to publish the views of the students on any question, we do not have the responsibility of soliciting expressions of opinion for publication. We run a newspaper, not a Gallup Poll, and if the students of York do not wish to express their disagreement with us, we cannot be faulted for failing to publish both points of view.

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POET'S CORNER.....

The following is a poem submitted to the Pro-Tem by a Toronto high school student named Katharine S. Payne. Miss Payne is an artist by inclination, and plans to enter the Ontario College of Art next September. In the meantime she is doing commercial art work in order to support herself, and save her tuition fees. We feel that her poem, which is as yet untitled speaks well enough for itself without any explanation, and we are pleased to reprint it:

look all you people!  
look!look!  
open your eyes,  
    you blind bastards!  
you who are scared to live,  
    (stones along a country road  
    make garden soil  
    for weeds to grow  
    and kill the seed of every flower)  
you who are trapped and bounded  
    by your machines,  
    your buildings of steel,  
    your shekels of paper  
with which you buy and sell  
    SLAVES!  
the barter market's full  
    of slaves buying slaves  
    and slaves selling slaves,  
you are all victims  
    of your own racks!  
but each is out  
to outdo the other,  
    to see who can turn  
    the rack the most,  
    to see a fellow slave splatter  
    blood and guts  
    against the wall,  
(the wall you never looked over!)  
    until he lies  
    in the gutter,  
and you have your supper-  
    you drink his blood  
    and you eat his flesh,  
(but his heart is bitter!)  
And he has no soul..

you killed it long ago.

open your eyes, you!

you who

are in darkness,  
who crawl and infest  
in numbers,

as maggots feast  
and vultures devour  
a human being:

have a taste from this cup  
you bastards  
with white livers!

have you ever tasted love?!?  
or danced with the breeze?  
or flown with the geese?

put out your arms  
as does a tree?

or

cried with the wind?

or sung with the lark on a summer morn?  
flown with the gulls,  
soared into the sky,

or

lie with the fish  
in the bed of the sea?

well I have!

(look over the wall:  
I live here-  
I'll let you look,  
but you can't come over  
to eat my heart  
for your dessert)

you yellow bastards!  
full of hate, contempt, despise:  
where are your guts?  
where are your eyes?  
your heart? your soul?  
where's love, my neighbour? !! !! !!?  
I make a plea for all

humanity

and if this exceeds what's possible

I only ask-

leave us alone, you bastards!

## LETTERS TO THE EDITOR.....

The comments expressed in this column are not necessarily the opinions of the editors. Letters received must be signed and will be printed subject to available space. We strongly urge all students to make use of this column.....

Dear Sirs:

Last week's "Bell's Bullpen" maintained and further solidified one of York's pitifully few traditions, in this case that extremely popular word in the York vocabulary 'apathy' once again appeared. It was probably of no great surprise to the readers in second and third year that the newest group of students to hold the coveted apathy crown were the first year.

My first objection to Dave's article would be that this outcry has appeared too early in the term. While there are always a few outstanding personalities in the freshman class generally 'the masses' (As David prefers to call them) remain a faceless nonentity. But really aren't we expecting a bit too much of any freshman class, and particularly this one? The majority usually don't feel truly oriented until Christmas at least and while in the past two years we all have been taking the same academic work, this year a new and obviously much more time-consuming and challenging course is being taught. Nor must the size of this year be totally ignored for mobilization of their opinion is undoubtedly more difficult than in previous years.

To Dave's shock at the election of no first year judges I have only this to say, it is the first year's loss, not ours and if they are content to remain silent why shouldn't we? To the reader I must admit that I too was of Dave's opinions but upon reflecting upon my own position from September '61 to December '61 I well remember my own feelings of alienation and detachment which were not to disappear until at least late January '62.

All that I can say to Dave is that they have been here but two months and this class (the masses, remember?) have another two years to "set York on fire.."

Phil Spencer

Dear Sirs:

WE PROTEST!

Mr. Bell in to-day's issue has "mourned" the lack of initiative in the freshman class. Well bull to him! What is wrong with sending our grievances through established channels? Must we stage sit down strikes to get better cafeteria service when

there is an active committee to aid us? We lack expression for our grievances, he says. We have staged no unified resistance. We resist the insults Mr. Bell is heaping on the first year.

In order to adjust to university life a student must be able to correlate two aspects of the university - curricular and extra-curricular. So we're not setting the world on fire in the latter field. Really Mr. Bell! We're just being cautious. It is much more important to pass the course of the first year and every year than to be the star of the Field Hockey team (no offence meant) as well as be in some of the many other activities available here. Everything in moderation Mr. Bell. York's first year class has more honour students (25%) than any other Freshman class in Canada. Perhaps we want to keep it this way. Is there anything wrong with that? Not that we advocate cramming 24 hours a day, 7 days of the week. Oh no!! To develop in all fields, yes, but not completely in one ignoring all others.

Why should we not obey the suggestions made at the beginning of the year? We were and still are relative newcomers to this institution. Rebellion to tyranny, yes, but this is not a tyranny. When we came here, we agreed to confine ourselves to the rules of the university. Contrary to your belief, or so it seems Mr. Bell, rules are meant to be observed.

We do view lectures as compulsory. The professors who lecture us have had more background and training than we so why should we not take advantage of this fact? They can guide us along channels which we would probably never consider.

We have the naive enthusiasm and not the cynicism of the other years. Give us time!!

Billie Anne Robinson (1)  
Corileen North (1)

Dear Sirs,

Congratulations to the Pro-Tem and to Mr. Dean Tudor for the excellent series of articles: "Power Structures at York." Mr. Tudor has satirized brilliantly the failure of the Ontario educational system to produce students whose writings possess even the slightest degree of clarity and cohesion.

Thank you  
Bill Farr

LETTERS TO EDITOR con't....

Dear Sirs:

For the past six weeks the Pro-Tem has run a series of articles by Dean Tudor concerning the "Power Structure at York". Those of us who have read these articles have done so with indifference. Mr. Tudor tried to create the impression that he had something to say but for six weeks has remained typically vague and non-committal. He has condemned the newspaper, student council, committee of 100, athletic association and social activities association as well as various nameless students who are prominent in campus life. Under a veneer of big words and impressive phrases, characteristic of the Tudor style, he attacked all facets of extracurricular activities and reduced them to personal efforts to obtain a position of power. Nowhere in the six articles appearing prior to to-day's publication has he offered any solution to what seems to him to be a major problem. I wonder, Mr. Tudor, what was your purpose in writing these criticisms?

Mary Lynn Fairbairn

Dear Sirs:

In case there is a York Student who hasn't yet heard the news- the York Women's Basketball Team defeated University of Toronto Phys Ed. second year, A team.

And you say - so what?

I say this:

Out of the 250 or so women at York, there are about 15 interested in Basketball. And of these only 8 are keen enough to actually put aside essays, tests, and to forfeit sleep, for the pure love of the game, and York. Three of the players are 2nd year, the rest are Freshmen, and so is the manager. These are the 'disillusioned, alienated, apathetic freshmen' to which David Bell referred. All I say is - if he should ever come in contact with a greater bunch of "apathetic" students than the ones on York's B-Ball Team, would he please let me know. I doubt that there are any-our Freshmen are all right.

Dixie Gill(II)

Dear Mr. Bell:

Although it would be far better not to reply to your remarks levelled against the first year, I feel that a few points should be clarified. If our new students have not been heard from it is because unlike yourself they have gone about their respective tasks, academic and extracurricular, quietly and efficiently. And in spite of a

severe study schedule they are deeply involved in York's activities. Perhaps the reason you and your fellows do not see the efforts of the first year students is because they are involved in the drudgery and routine non-glory work where you are never found. And if, David, they are steady in their lecture attendance it is because they are honest with themselves as university students. You speak of apathy. There is no apathy in the first year. For unlike yourself they show their concern for York by deeds as well as words. I only hope that your comments last week are not indicative of a feeling in your year. For I am sure that my third year colleagues will agree with me when I say that the first year students are an industrious group whose presence on the campus is welcome and invaluable. You would do well to copy their example if you wish to serve York.

John Corvese

Dear Sirs:

At the risk of beating the subject to death, I would like to comment on Mr. Brown's rebuttal to Mr. Corvese attack on the quasi-artists of our age.

It seems that Mr. Brown is raising the very defensive cry which all artists now use; namely, that society, in its conservatism, is too unperceptive to understand these works or to sense the deep-feeling motivation of the artist. This mode of defence is precisely what our perpetrators of pseudo-art use. Eventually, people, feeling a sense of shame, doggedly try to develop a taste for this art for fear of being accused of insensitivity.

Mr. Brown has stated that one must not identify all contemporary art with quasi-art. Let me submit that one must not represent all contemporary art as being pure. Unfortunately, we are developing an attitude in which "anything goes." One will go to any lengths to justify the merit of a painting - especially one with a high price-tag.

It is no longer a case of the poor misunderstood artist being oppressed by public disapproval. It is, however, a case of exploitation of the public on the part of many artists. The question is: By what criteria does one judge a painting? At the present, judgements are based almost exclusively on the extent to which an artist emits his emotions. This is fine, provided that the method used is genuine. No person would pay \$5,000 to see someone have an emotional tantrum; therefore, this so-called communication of emotions should not become an end in itself. There must exist, in addition, some elements of originality or of skill. I would hardly deem dribbled concoctions as exhibitions of any inherent or acquired skill; and often they are not even original, since they are a flagrant emulation of another person's style. I feel that some paintings on exhibition in York Hall show aspects of such adulterated art.

(con't)

## LETTERS TO EDITOR con't

In addition it is to be noted that today one seldom criticizes a painting in terms of animation, form colour or symetry. It is enough to answer the question "What is it?" And if one has not the perception to see that a painting, perhaps, is the artist's conception of a W.C., he slinks quietly away, making his intellectual ignorance as unobstrusive as possible.

I am not suggesting that I would immediately attack modern art for these reasons. I am suggesting that art plays into the hands of a gullible public such that the inferior is mistaken for the genuine, although it is always under the guise of individuality, and such that the cause of art is corrupted.

Linda Pelletterio

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## POWER STRUCTURES AT YORK

conclusion  
... by  
Dean Tudor

In a previous segment, power was defined as the ability (through position) to influence significantly the opinions, the attitudes and the values of the rest of the student body. How valid is this definition at York University? I question whether it is worthwhile to influence our peers.

York is a small university, but it is often thought of as being much larger than it actually is. It is a small university possessing "large university" thoughts. What the students of York should bear in mind is that York Hall will never exceed 900 students and must remain perpetually small. Thus, avenues of activities are cut off. With great pomp and fortitude, the hollow student organizations continue to perpetuate the myth of pretense. The Student Council, in an attempt to consolidate its gains, remains haughty and carries itself higher than it is intrinsically worth.

The student newspaper is just a vestige of what it should be, sometimes acting immaturely and sometimes expressing itself incoherently. In an attempt to satisfy all the students by presenting everything that it feels a public would want it has succeeded in being mediocre and overly vague. It is not appealing to the majority of the students, but rather to a few of the minorities. The whole is greater than the sum of the parts. If the PRO-TEM appealed to the "whole" instead of to the parts, then a coherent, reliable newspaper could take effect.

This sham of reality is prevalent in the other organizations and clubs at York. This university has one of the largest collections of "in-groups"

to be found at any campus across Canada. The reason for this is evident: the activities provided for the students at York are not worth the time required for active participation. With no frat house to turn to, the student must seek the satisfaction of his spare time elsewhere.

The students on this campus have little or no interest in politics of any kind. The Political Parties (The Tories and the Grits) are struggling for existence within the student body to present crucial issues which face Canada today. Both have membership drives on now. Last year's Political Club at York comprises one member; its president. The York Socialist Forum is quickly dying.

Various organizations at York provide the framework for power. It is relatively easy for one person to step in and influence other people's opinions. But power at York does not seem worth achieving. Any power at York is relatively petty. It does not seem worthwhile. I am supported on this issue by John Corvese, who despite his numerous "enemies", epitomizes what I believe to be a close approximation of the ideal university student.

The petulant games of cards, the numerous hoaxes and farces that pervade the university atmosphere, the petty quarrels with other students and with the cafeteria, the constant demands for "student freedom", and the airs of immature thinking now constitute the regression of York University to a place where everyone has fun and no one learns anything.

No, power is not worth achieving if it is to be petty as it is now. Small time efforts are not appreciated on an adult level. York University, after four years, has still not grown up. When will it? Probably not in my existence here. But I hope that it soon does, for if ever this insecure world needs leaders, it needs them now. These leaders will come from universities, but not, I'm afraid, from York. Grow up, York.

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## FROM BONAVISTA TO VANCOUVER ISLAND

The week in review at Universities across Canada.

Lillian Hale

Student Liberals score victories in Model Parliament elections at the University of Manitoba and University of Western Ontario, while at Ryerson elections the N.D.P. party leads field.

Canadian Union of Students asks all Canadian colleges and technical institutes, to sign petition in favour of honouring the late "President Kennedy" by supporting his civil rights bill.

(con't)

FROM BONAVIDA (con't)

Vandals smash three University of British Columbia statues, valued at four thousand dollars. (A few weeks ago Engineers at U.B.C. smashed their own statues as a hoax. Apparently this time it was no hoax).

Loyola College students boo French-Canadian seperatist speaker and demand he speak English at public lecture. Marcel Chaput, president of Separatist Quebec Republican party, replied to hecklers, that they were actually helping his cause.

University of Ottawa student newspaper charges administration with negligence in connection with the death of a student who fell from a second floor rotunda during a power blackout. The Fulcrum feels that the guard railing was too low and that there should have been an emergency lighting system.

WHAT IS MORALITY?

On Monday, December 2nd, Mr. H.W. Sutherland, General Secretary of the I.V.C.F. addressed the York Student body on the question of morality. He stressed the fact that students brought up in conventional Christian values feel that they have been forced into a mould which does not correspond to their own lives. Morality is not conformity to some conventional set of rules but rather the expression of one's convictions, of those values for which one would die. Thus the offender of a conventional standard of morality may be more moral than the conventional standard of morality may be more moral than the conventional Christian, providing of course, he is acting in accordance with what he seriously believes.

The Christian ethic, Mr. Sutherland pointed out, depends on the ushering in of a new morality in the life of men. This new morality is expressed in the phrase "Kingdom of God" which he defined as a society of interpersonal relationships motivated by love for others. Honesty is the way into this kingdom. A recognition of one's need for a relationship with God and a recognition that the problem of evil, (man's inhumanity to man) must be solved by starting with one's self are also important factors.

Such an unconventional approach to the topic of morality, so logically developed by a capable scholar was worthy of the attention of all students and will, it is hoped, represent the calibre of all lectures sponsored by I.V.C.F. in the future.

# Baha'i Faith

Then what causes the apparent differences among religions?

There are no real differences. The spiritual or inner teaching of all the Messengers of God are the same; for example, such teachings as love of God and love for one's fellow man. The differences occur in the social or outer teachings, such as marriage, divorce, the form of fasting, prayer etc. These outer laws which govern and guide the actions of mankind are changed according to the needs of the people to whom the Messenger appears.

What is the Baha'i attitude towards these other religions?

It accepts the God-given authority in each of them. Baha'is believe in Almighty God and accept the Holy Books of all His Messengers. The Baha'is are taught: "Consort with all peoples, kindreds and religions of the world with the utmost truthfulness, uprightness, faithfulness, kindness, goodwill and friendliness..."

For Information or Speakers Phone ME 3-2236 or write 32 Barwick Dr., Downsview, Ontario.

WHIMSY.....

The Government is beginning to play around again with the idea of a flag-no Union Jack or Fleur de Lis is to be incorporated into the design. I've said it before and I'll say it again, how are you going to work nine beavers and a frog into a national flag and not be the laughing stock of the entire world.

G. Whizz  
Corphaeus  
U. of Waterloo.

Great minds discuss ideas  
Average minds discuss events  
Small minds discuss people  
P. -Tem discusses whatever it can get its hands on.

## THE SHOES OF THE FISHERMAN. . . .

MORRIS L. WEST

Tina Paar

There are two marks against West's book: one, that it received a glowing review from Time Magazine and second that it has been on the best-seller list for a year. However, there is nothing in the book to indicate that the book doesn't deserve this fate. Generally speaking it is one of those bland, monotonously predictable book of the month club novels. The characters are dully melodramatic. Sex is thrown in with efficient regularity. One would scarcely miss a thing by skipping most of the chapters.

However, West is an accomplished journalist and manages to present a taut story (it would be too much to say there is a plot) so that you can absorb it without exercising your brain. Once in a while he stumbles across some bitter reality in the novel - just enough to keep the whole thing from collapsing into boredom.

The Shoes of the Fisherman actually tells two stories. Oddly enough the first one is handled in a light but perceptive manner and it is only because West was so determined to drag the second one in that spoiled the virtue of the first. When the Pope died Karil Lakota was elected as Pope Karil I. He was Orthodox Catholic, a Ukrainian who had spent seventeen years in a torturous prison under the Communists and was only fifty. The first Slav and the youngest Pope, elected by determined divine inspiration, Pope Karil is the archetype of every hero in literature who has ever emerged from punishment with his spirit unbroken, his eyes steadfast, his love for the enemy strong, his love for God even stronger, and so and on. At heart he is really a good radical - he is determined to save the world. Unfortunately he is hampered by the trappings of tradition and the Vatican so that it takes him nearly chapters to do so. He becomes the mediator between the Soviet Premier Ramenev who was his jailor and with whom he shares a special bond of some kind or other, and the young American president cryptically called "Robot".

What keeps Karil I from degenerating into an unbearable and pompous man, is West's unexpected humour and insight into the horrible loneliness and special spiritual strength of the man who walks in the Shoes of the first fisherman, Peter and who has all the world below him and only God above him. One night the young Pope slips out of his Palace and stumbles across a dead man and a girl who bitterly tells him to leave the family alone since they can easily cope with death; it is only living that defeats them. He has not spent seventeen years in the prisons of Russia for nothing. He can understand the painful bitterness of someone who questions. Whenever West deals with the young Pope he brings patience and lyrical gentleness into his character. There is

in Kiril the doubt the searching the longing of every modern man, and even hope of his intensely held faith.

However, when West at the same time tries to tell the story of George Faker, the Vatican correspondent for some New York Paper, and his affair with someone and his eventual salvation by someone else (after all appeared hopeless of course) the story ends up as one long-overdrawn cliché.

In the Shoes of the Fisherman West faces some of the apparent problems of the Roman Church and the World, hints at a few stock answers and displays a technical mastery of what goes on in the Vatican; cliché best catches the mood of The Shoes of the Fisherman; this is the sort of book to kill time if you like it better dead.

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## ACOUSTICS MAR FRIDAY CONCERT. . . .

Marny Fry

The inaugural concert in a series of symphonic programmes presented by the York University Student Council took place Friday Night in York Hall. The fact that the audience filled only about half of the hall proved to be fortunate since the acoustics became progressively worse towards the back of the hall. The glass walls and sound-proofing seem to deaden the tone. The acoustics in the front of the hall were much better.

The programme began with the third Brandenburg Concerto by J.S. Bach. It is one of six concerti grossi written for the chamber orchestra of Christian Ludwig, Margrave of Brandenburg. The Margrave was an art patron and the son of the Elector of Saxony. The six concerti which were presented to him were preserved in his large library during approximately one hundred years following the death of Bach when the great composer's works were ignored. The Brandenburg Concertos mark the highest point in the tradition of concerto grosso. They are also the purest product of Bach's polyphonic style exhibiting the richness, solidity and vitality characteristic of Bach and resulting from a fully established tonality.

The third concerto is scored for three string trios. The lack of contrasting timbres of woodwinds in the scoring of this concerto necessitates strongly contrasting dynamics. Dynamic contrast is essential to impart a life to the composition and to gain the interest of the audience. I felt that Friday's performance was lacking in the use of dynamic contrast. Both movements opened in precise baroque style, well marked with a strong vital tone in the violins. The latter part of both movements tended to become cloudy. Lack of clarity I thought was a result of too fast a tempo for the players. An attempt to achieve the vitality so characteristic of the Baroque period by increasing the tempo paradoxically resulted in a



## ACOUSTICS MAR FRIDAY CONCERT...

lack of vitality owing to cloudiness in the polyphony. Vitality can only be achieved when each melodic line is heard clearly. Particular credit must be given to the 'cello section' which displayed good intonation, artistic phrasing and a steady rhythmic ground throughout the composition.

The Suite Provencale by Darius Milhaud was directed by the assistant conductor, Mr. Stephen Duff. Although certain passages were taken at unbending tempi beyond the ability of the group other sections were accurate and controlled displaying great spirit. This selection featured several brilliant solos by the piccolo. The percussionists gave a spirited yet sensitive performance. Unfortunately the acoustics of the hall projected that section above the others and at times tended to destroy the balance of the orchestra. At times outstanding individual performances were spoiled by lack of ensemble work in the woodwind section. Mr. Duff indicated a great deal of phrasing which was often ignored by the orchestra.

The Haydn Symphony no. 103 (drum-roll) was the outstanding performance of the evening. The tempi were steady and suited to the ability of the orchestra. The orchestra followed the conductor more closely resulting in clear attacks, attention to dynamic changes, more cohesion of the playing in each section, and subordination of the orchestra to the soloist. The composition was more polished and musical than anything earlier in the programme. The violin introduction to the second movement was particularly convincing. The violin solo in the Andante although it was played weakly had no technical errors and was played in time with good intonation. The timpani solos, from which the composition takes its name were well-performed and accurate with good intonation. The oboe solo was accurate, clear and steady in good classical style but lacking in phrasing.

Beethoven's Egmont overture was the final selection. Before performing the overture Mr. Schardle gave a short lecture and demonstration on styles of conducting. He also pointed out the difference between style and logic in the musical performance. The audience responded well to this selection and gave the orchestra two curtain calls. It is hoped that this performance by the University of Toronto Symphony Orchestra will be only the first symphonic concert to be held at York University.

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## AL'S ALLEY.....

Alan Offstein

Yours truly is about to try presenting a book review this week, with apologies to Tina Paar and a prayer for forgiveness.

A HANDBOOK OF JAZZ, by Barry Ulanov is published by Hutchinson & Co. Ltd.

In his book, I Should Have Kissed Her More, Alexander King says that he regards the jazz musician as the "sexual proletariat of the nation". a pot-bellied, bearded, middleaged man who travels the countryside deflowering young maidens. Flattering as this statement is, it is not entirely true. However, it does reflect the general public image of the jazzman. In the introduction to Mr. Ulanov's book, Kingsley Amis refutes this notion of "philistine affectation" by revealing the universality of jazz, an art form which is popular in both common and courtly circles. This popularity and casual mentioning of jazz tends to make it one of those facts with which everyone is acquainted and yet about which very few know anything at all.

Barry Ulanov has produced a book which shows a "sense of proportion" in attitudes toward jazz without writing out its "robust if not ribald flavour."

He opens with a capsule history of jazz from its environmental origins in the southern states and traces developments through King Oliver, Fletcher Henderson of the '20's, the big bands of Goodman and Basie, the innovators, Lester Young, and Charlie Parker. The great influence of Stan Kenton, Lennie Tristano of 52nd street and Charlie Mingus outline the movement in jazz to a consciousness of form and a deeper introspection on the part of the individual musicians.

Chapter three is an attempt on the part of the author to divide jazz into various "schools": New Orleans, Bop, West Coast, etc. I feel that he does this not to classify and set rigid boundaries within the sphere of jazz, but rather to clarify and help the reader to distinguish between the differing styles such as those played by the Firehouse Five and the M.J.Q. Indeed, he criticises those critics who are die-hard adherents of one school or another, blind to the fact that jazz is not this and this and this, but a developing and constantly changing whole in which one element, simply cannot be divorced from the rest without changing the entire structure and concept of the form.

One exceptionally good feature of this general outline of jazz is the recommended jazz record library which musically spans sixty years of jazz. It begins with the "Original Dixieland Jazz Band" and concludes with recent releases by Jerry Mulligan and Charlie Mingus.

## AL'S ALLEY (con't)

Ulanov deals with some of the social questions attached to the jazz world, such as those which have misled Alexander King in his evaluation of musicians. The quasi-immorality of jazzmen is an unwanted disguise that has been hard to shake. Only recently has jazz left the cellars and (I won't say risen) moved to more "artistic" theatres. Those places where jazz is still played in cellars have become esoteric playgrounds for avant-garde societies.

Chapter twelve, "The Place of Jazz" is very well written, and herein we are better acquainted with the author than anywhere else in the book:

"It(jazz) is a big-city music. It reflects, as few other arts in our time do, the massiveness and the matter, the chaos and the conflicts, the frantic pace and the fragmentary nature of life as it is lived by the millions gathered together in the cliff dwellings of the modern metropolis... It describes the loneliness of the big-city dweller."

A Handbook of Jazz is an "essential book" for the beginner. It presents a complete and clean-cut description of the development and attitudes of modern jazz by familiarizing the reader with a sane picture of the art form. The list of musicians biographical data is an aid in identifying the greatest exponents of jazz. And a unique feature of the book is a section entitled "a comparative chronology of jazz and other arts in the twentieth century."

If you are shaky and uncertain about jazz, read this book.

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## MOVIES.....

by G. Spearman

"8 1/2"....

There are two points of view about Federico Fellini's "8 1/2"-- the Philistine's view ( I couldn't understand it, so it's lousy, and if you liked it, you're posing.) and the Intellectual's view (It's full of meaning, but of course it's much too subtle for some people.)

I come cautiously somewhere in the middle of these two extremes. I don't think "8 1/2" is a film of any great meaning or significance, but neither is it the attempt to pass off the obscure as profound (as Fellini has been accused of doing.) It is an autobiographical movie, with Marcello Mastroianni as Fellini, about the imaginings of a director who has suddenly lost inspiration, and at the same time is having trouble with the several women in his life. Fellini's direction is sometimes so confusing as to be irritating and so obscure as to be boring but most of the time the hectic, almost paranoid alternation of fantasy and reality is fascinating.

The scenes shift restlessly-- the film is a kaleidoscope of symbolism and extra-ordinary camera work. Fellini has used nearly every trick of the trade-- perhaps he intended the film as an exercise in effects. If you go to see it, look at it that way; an attempt to find meaning in it, or even to follow the plot doggedly would probably result in a paranoia of your own.

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## THE DECLINE AND FALL OF LLOYD GEORGE

by Lord Beaverbrook

Reviewed by Russel Biggar

With examinations at hand, it is somewhat ridiculous for a reviewer to suggest that you rush right out and buy a book for light reading--- so this reviewer won't. Further, the book, The Decline and Fall of Lloyd George by Lord Beaverbrook costs \$5.50. However, it is only 230 pages and Beaverbrook's style is easy to read.

The main value of the book is its sense of immediacy - something that is lacking in most conventional history books. Beaverbrook writes: "When Lloyd George went down to the House of Commons on Thursday... he was a changed man. His confidence was restored. His courage flared up. In his coat pocket he may have carried the letter from McCurdy, (settling one dispute) and in his breast pocket the Birkenhead letter of submission and allegiance. He feared no foe." This is the background of vicious political infighting, shifting loyalties and abused trusts that characterizes British politics immediately after the First World War.

Beaverbrook's personal involvement as a member of Parliament and true blue Tory puts the reader right in the middle. He describes the last few days of Lloyd George's Government: "Between Sunday the 15th (October 1922) and Thursday the 19th, the struggle became less like a battle than a series of single duels... But all eyes turned to a single figure. (Bonar Law who had to decide whether or not he wanted to challenge the Prime Minister, Lloyd George.)" The night the decision was made, Beaverbrook was asked to discuss the problem with Law. Beaverbrook relates: " On my arrival, Bonar Law invited me to join him alone in his own library.. He then asked my opinion. (Beaverbrook dodged this direct confrontation but did, in a devious way say 'Go ahead',)...He(Law) calmly refilled his pipe and said quite simply. 'I'm going to the meeting.' This move was an open challenge to Lloyd George. The next day his Government fell.

Beaverbrook, shrewd and ruthless, makes no apologies for himself. His extensive quotes from the letters, diaries and other papers of the major figures, his personal involvement and blunt facts tell the

THE DECLINE AND FALL OF LLOYD  
GEORGE  
(con't)

reader how history is made rather than what it is. Compared with Beaverbrook's book, a fiction account of political infighting, such as Allen Drury's novel *Advise and Consent*, runs a poor second.

YORK WOMEN DEFEAT U. OF T. . . .

For six weeks now - York has been playing Inter-Faculty Basketball with the University of Toronto. This was our first year and we started with nothing except some very keen basketball players from High School and a few second year students who have been away from the game for two years. The "season" was climaxed Tuesday Night with a win over the U. of T. Physical Education second year team. A 14-13 score is certainly something against an A-Team that has been reared on Basketball for two years.

York played the game by ear. We went into it thinking we'd give Phys. Ed. some competition, never dreaming we could actually defeat them. Oddly enough - York opened the scoring at 30 seconds into the 1st quarter, following the foul shot with a basket to make the game 3-0. Phys. Ed. had terrific organization on their side, with plays worked out guaranteed to confuse any opposition. BUT they didn't reckon on the spirit from "a bunch of hicks up north."

They matched us point for point, the 1st quarter ending 8-6 for York, and 10-8 for U. of T. at the half. From then on the scores never differed by more than one point.

The last minute of the game was pure agony. We were determined to win, but really getting tired by this time. Phys. Ed. put on Intercollegiate Guard on Penny Kiely, to make sure she didn't score. The York guards had their hands full with some top-notch Intercollegiate forwards trying to score for U. of T. We called a time out to catch our breath. The score was 13-12 for U. of T. and 20 seconds left to play. The ball was ours - we tried to get it down the floor but Phys. Ed. intercepted. The guards threw it down again. We were frantic - Penny took 2 shots, Charleen took one, and Heather Davis(i) took a set shot and popped it in, just as the game-whistle blew.

Needless to say - U. of T. was surprised. We were the only team to beat them in our league - their other scores being 22-0 and the like.

So we say three cheers for York, and its spirit, thanks to some great basketball players and their manager Jan Book.

CUSO: BACKGROUND AND AIMS

Geoff. Cliff-Phillips

On June 6th 1961, the Canadian University Service Overseas was established as a national co-ordinating agency to develop and promote schemes to send Canadians to serve overseas. The initiative came from Canadian universities and several national organizations among whom were the U. of T. groups Canadian Overseas Volunteers and Commonwealth University Service. It was essentially a response to

1. positions available in "middle level" jobs overseas and
2. interest expressed by graduates themselves.

The growth of this group has been quite rapid since 1961, when 15 were sent out. In 1962, 62 served CUSO, including 20 French Canadians and in 1963 100 (22 Fr. Canadians). There are at present 130 graduate students serving overseas.

CUSO is a non-political and non-denominational organization which aims to provide opportunities for Canadians to serve abroad in conditions similar to which persons of the host country also serve their fellow citizens. It is hoped that this scheme will promote greater understanding among the participants and serve as a gesture of international good-will and co-operation.

How does CUSO operate?

CUSO endeavours to work at the local level through the universities and its member organizations. Local co-ordinating committees have been established at each university in Canada and are usually composed of members from the faculty, the student body, and from member organizations such as CUS, SCM, WUS etc.

Local committees arrange for publicity, pre-selection orientation and recruitment of suitability qualified personnel in their area.

What are the opportunities?

The needs of the countries requesting aid vary considerably but the greatest demand now is for secondary school teachers of languages, Maths, and Science. It is not essential that an applicant have prior teaching experience. Men and women may apply who are, or will be, qualified graduates in their field, enjoy good health and are willing to serve overseas for 2 years.

(con't)

## CUSO: BACKGROUND AND AIMS (con't)

### Qualifications:

Candidates should have good academic standing. In addition to their intellectual ability, candidates must possess emotional maturity and resourcefulness and must be able to adapt themselves to unfamiliar and sometimes difficult environments. They must be willing to regard their overseas assignment as an opportunity for learning through service and they must have the capacity to conduct themselves with humility and understanding.

### Recruitment, Selection & Placement:

Recruitment will be carried out by CUSO in co-operation with local committees where preliminary screening is carried out. A review of all applications takes place with a National Selection Committee applications are then submitted on the basis of qualifications and experience to governments and agencies overseas which have requested them.

Candidates are encouraged to submit their applications to the University CUSO committee by January at the latest. Final confirmation rests with overseas governments or agencies. It can often take up to 2 months after submission of an application before an appointment is confirmed.

An orientation programme is given - in relation to the assignment and the country to which the candidate is sent. Usually arrangements are also made for an introductory programme on arrival in the host countries.

So far graduates have served in Africa, Asia and the Caribbean. The countries involved are Sorawak (Malaysia), Brunei, India, Ceylon and Pakistan; Ghana, Nigeria, Uganda, and Tanganyika; French Canadians have served in Guinea and the Congo; Jamaica, British Guiana, St. Lucia and St. Vincent.

Adaptability and flexibility are the main prerequisites. A teacher will inevitably be called upon to help organize extra-curricular activities and even do community work such as adult-education programmes. All this is highly individualistic work; the volunteers are on their own at all times.

The Canadians work under similar conditions of employment as native personnel. The salary varies according to the Country. Jamaica pays 700 pds, Ghana 850 pds. In addition room and board is guaranteed. For example in India the volunteer may live with an Indian family or in a hostel. In Africa he will probably live in a bungalow in a compound attached to the school. Paid holiday leave is given, varying with the country. Transport may be by train in India, mammy wagon or scooter in Ghana, by sturdy bicycle in Ceylon; rarely does the teacher operate his own car.

Cuso feels that jobs overseas can be filled by a properly qualified and motivated Canadian graduate. Besides the great personal experience, involved, it can provide a greater understanding of world problems among the volunteers and other Canadians. It will be of immense benefit to Canada in the long run to have these people with personal and occupational experience in the developing nations of the world.

If you have the necessary desire to serve overseas, the spirit of adventure and travel and wish to work in some small measure for the cause of education and international understanding CUSO would be happy to see you.

Before settling down to the mediocrity of a nice middle class home in the suburbs try being a world traveller and humanitarian for two years.

Any York student interested in serving overseas or even in working with the York CUSO committee (to be formed next week) please contact Mr. Rickerd (the registrar) or Geoffrey Cliffe-Phillips (II) (the beard)

## CANADA'S ROLE IN INTERNATIONAL AID

Too few Canadians are aware of the challenging tasks facing the world to-day, particularly aid to underdeveloped countries. Aid is not charity, a missionary endeavour to "win the world for Democracy", a chance to dump our food surpluses (we prefer cash anyway), and it is certainly not "money down the drain". Rather it is "a moral obligation of the developed countries towards their less fortunate neighbours."

"As we believe in freedom and self-government and greater human welfare for ourselves, so we must believe in them for all men." (Lester B. Pearson)  
"If the yearnings of hundreds of millions of people for a better life are ignored, the future promises one explosive outbreak after another. . . . Morally we cannot escape concern; politically we cannot avoid it; and economically, our own interest dictates it." (Paul Hoffman)

Canada has been giving aid to developing nations since 1950 when the Colombo Plan was started. Up to 1963 we had contributed somewhere in the neighbourhood of \$450 million, mostly in the form of grants, not loans.

In 1962 we gave \$41.5 million to Colombo Plan, \$7.3 million for Africa, the West Indies and the Commonwealth Scholarship Plan (bringing students to study in Canada.)

(con't)

## CANADA'S ROLE IN INTERNATIONAL AID (con't)

For the U.N. agencies we gave only \$5 millions for Technical assistance and the Special Fund. Including \$13 million in subscription to the World Bank and the International Development Association, and \$61.5 million in export credits for the purchase of Canadian equipment (a dubious category of "aid") we have the grand total of \$132 million, 1/3 of 1% of our Gross National Product, as against the accepted figure of 1% of G.N.P.

Though the 2nd or 3rd. richest nation in the world we lag far behind most other Western countries in foreign aid. Some examples are : France 1.75% Portugal 1.26%, Belgium .92%, Germany .85% U.S.A. .7%, Britain .65%, Netherlands .62% Japan .48%. By any comparison we are far behind all but tiny Denmark and Italy, which has its own large "underdeveloped" areas.

Mitchell Sharp, Minister of Trade and Commerce has appealed for aid on a purely humanitarian and unselfish basis "for the good and sufficient reason that there are less fortunate people in the world who need our help". If it is not, he says "if the primary purpose is to help ourselves, we shall probably receive in return what we deserve and a good deal less than we expect."

Of course, some Canadians cannot be bothered with humanitarian principles; the kind that loved trade with Cuba in 1961 because it brought in good Yankee dollars of profit and showed our "independence" of the U.S.A., the kind that couldn't be bothered about a hurricane's devastation in 1963 now that Cuba has run out of dollars.

For these, and many others, aid must have tangible benefits; we cannot be Lady Bountiful, throwing our money away to the poor. "The Canadian Banker" cited the following benefits of foreign aid:

- a. Employment will be stimulated
- b. Productive efficiency will be spurred where aid facilitates sales to costconscious developing countries
- c. By raising the incomes of the poor, aid enables them to buy more Canadian goods especially in the important heavy machinery industries - turbines generators, diesel locomotives, or road-building machinery.
- d. By and large Canada as a major trading country stands to benefit as trade with the developing countries increases. Indeed it could even be argued that in time of recession or unemployment Canada should greatly increase her international aid.

Canada should and must double her aid commitments over the next 3 years, particularly to the U.N. agencies which are more efficient, achieve better results and are preferred by most developing

nations. A welcome and much-needed first step was the recent increase of \$40 million announced by the Hon. Paul Martin.

Much more can be done in launching new and vital products such as building and staffing agricultural and technical training schools.

Remember economic aid is no miraculous drug or universal panacea. It is the absolute Minimum needed for the building up of living standards in the impoverished and often starving two thirds of the world.

Canada is one of the weak links in this great world movement. Instead of looking forward to the great role we could play we cling to our beginnings and our individual ancestries. We fly the Union Jack and the Fleur de Lis. As Nik Cavell former head of our Colombo Plan effort said, "We have not yet had the guts to let go of mother's apron strings to set up our own emblems and go forward with them in the unity of great purpose in the world."

Our s is not a trivial commitment. Our position among the wealthy places an unusual responsibility on us and our leaders.

Nik Cavell ended his speech with a quotation from Alfred North Whitehead - "Every epoch has its character determined by the way its populations react to the material events which they encounter. They may rise to the greatness of an opportunity...mastering intellectually and physically the network of relations that constitutes the very being of the epoch. On the other hand they may collapse before the perplexities confronting them. How they act depends partly on their courage, partly on their intellectual grasp."

In Canada, it seems, we are sadly lacking in both courage, and intellectual grasp of the great problem of aid to the developing nations.

Geoffrey Cliffe-Phillips

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### NATIONAL CALLING CARD...

The Canadian Union of Students will soon be instituting an idea called the National Calling Card System.

This system will be constructed so that a University Student could phone another University Student whom he knew in another town, and receive information as to places for eating, sleeping and entertainment in that town. Maybe even a date!

A master list of students across Canada will be published soon. Please see Dean Tudor, if you wish to submit your name.



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PRO-TEM IS PUBLISHED EVERY THURSDAY BY THE STUDENTS OF YORK UNIVERSITY, TORONTO, CANADA. THE OPINIONS EXPRESSED IN THIS PAPER ARE THOSE OF THE EDITORS AND NOT NECESSARILY THOSE OF THE UNIVERSITY STUDENT COUNCIL.

TENTANDA VIA