

## THE REID MEMORANDUM

- loyalty oath for faculty councillors
- quash student faculty council election

Principal Escott Reid makes a number of alarming proposals in the above memorandum to the Executive Committee of Faculty Council.

On the matter of referring the selection of the new student members on faculty council to student-faculty departmental committees, he is acting against the wishes of the faculty council of which he is chairman. The faculty council, at its last meeting, passed a motion that the student members be elected from the student body at large.

It is Mr. Reid's prerogative as a member of the Senate to make a motion recommending a different selection procedure. But to use the Executive Committee, the majority of whom are members of the Senate, in an official capacity to gain support for this motion, is quite clearly an illegitimate extension of his powers as principal since the Executive Committee is immediately responsible to the Faculty Council.

### STUDENTS WOULDN'T CHOOSE

His proposal itself is very shaky. First, some of the committees that he refers to that would be doing the selecting haven't been created yet so he has no definite idea of the composition of these committees. Second, he would seek to institute two different systems of selection - one in which a student would have to run in a campaign, speak to all the students, and make statements that he could possibly be taken to account for by all the students; and in which the student was simply selected by a small group, thus having no felt obligations of any kind except to this small group representing a much more specialized interest.

Thirdly, and most importantly, Mr. Reid seeks to deny to students the right to choose their own representatives (faculty-student departmental committees all have - and probably will have - a majority of faculty on them.)

### IS OATH NECESSARY?

The most frightening proposition of Mr. Reid's in the memorandum, though, is his idea of the necessity of a loyalty oath for all members of faculty council. Some other political figures that we can recall who have insisted on the necessity of such oaths in regards to members of a university are Richard Nixon, George Wallace, Josef Stalin, and Adolph Hitler, among others.

Granted, what the above were asking for was an oath of loyalty by university members to a society, whereas Mr. Reid is proposing an oath to a university, Glendon College.

But what is the necessity of this oath? If what he means by "Glendon College" is simply the academic community of Glendon and subsequently "the interests of Glendon College" as the betterment of that community in regards to meaningful education, then isn't it obvious that the members of the faculty council as members of this community will naturally want to improve the educational and social atmosphere of the community which affects their lives greatly? And if they don't feel this, that no oath can inculcate these feelings in them?

### IDEALS OR SACRED COWS?

The only reason that we can think of that would make this loyalty oath not unnecessary is for it to be a declaration of loyalty to some of the special goals of the college such as bilingualism or compulsory instruction in public affairs, for example.

By this, though, are we to establish a certain set of givens which the community cannot continually reevaluate, which are too sacred for them to touch? Is this what we mean by what Academic Dean Harris has termed "the rational community of integrity, shouldn't we be able to justify, continually if necessary, our belief in these special goals?"

An oath usually sets standards for a group to follow for a very long time. How can we be so sure of the present aims of this college as to raise them from the level of continuous critical evaluation, particularly in the light of a rapidly changing world?

### COMINTERN AT GLENDON?

Mr. Reid also specifically proposes that a faculty council member should swear not to seek or accept instructions from individuals, groups, or organizations outside the council.

This is very nebulous. What kind of "instructions" does Mr. Reid believe might be used on members? Are there members of tightly-knit groups with strict party discipline that have agents in the faculty council? Is there a communist conspiracy brewing that we do not know about?

What prompted Mr. Reid to put forward this idea? Has the faculty been seeking or accepting strict instructions from the faculty association, their clubs, their wives, their students? Has the administration been communicating illegally with the wrong associations, the wrong business acquaintances?

Or have the students on Faculty Council become puppets of student council ideologues, of CUS, tacticians, of underground hippie dope fiends? Or have they, in attempts to broaden their understanding of educational matters, been talking to students too much lately?

### AN INSULT

Of course, the last two matters brought up in the memorandum concerning the limitations of membership of non-members of the college and of administrators can only be talked about within the larger context of what is the definition of a member of the college, something which Mr. Reid has at one time said he knew but at another time that he didn't.

In general, though, the above memorandum is perhaps the most disgusting insult ever to be made against the intelligence and integrity of the members of this college, be they faculty, student, or administration. To think that it is the principal of the college who holds these views makes one very sad.

These proposals must be stopped and stopped quickly. We must maintain some modicum of respect for each other at this college.

Memorandum to: The Executive Committee

From: Escott Reid

Subject: MEMBERSHIP OF THE FACULTY COUNCIL

1. The decision of the Faculty Council to recommend to Senate that the number of student representatives in the Faculty Council be increased from five to twelve means that the Executive Committee should consider as soon as possible the whole question of the membership of the Council, including the relationship of its members to outside bodies. I have therefore put this question on the agenda of our next meeting.
2. Would it be possible to have the student members of a joint faculty-student committee in each of our seven departments elect one student. I assume each department has or soon will have a joint faculty-student committee. Then the other five students would be elected as they are now by secret ballot by the student members of the college.
3. Perhaps the rules of the Faculty Council should make clear that members of the Faculty Council each represent the College as a whole and not a particular interest in the College, that they should not be subject to instruction from any individual or group in the College, and that it is improper for any member of the Council to seek or accept instruction from any individual or group in the College.
4. One way of dealing with this is the way it is dealt with in the United Nations Secretariat. The oath or declaration taken by all members of the Secretariat of the U.N. upon appointment is:

"I solemnly swear (undertake, affirm, promise) to exercise in all loyalty, discretion and conscience the functions entrusted to me as a member of the international service of the United Nations, to discharge these functions and regulate my conduct with the interests of the United Nations only in view and not to seek or accept instructions in regard to the performance of my duties from any government or other authority external to the organization."

5. If we followed this precedent all members of the Council on appointment or election to the Council would be required to sign the membership book of the Council and to make the following affirmation or oath before the Secretary of the Council:

"I solemnly promise to exercise in all loyalty, discretion and conscience the functions entrusted to me as a member of the Faculty Council of Glendon College and to discharge those functions and regulate my conduct as a member of the Council with the interests of Glendon College only in view, and not to seek or accept instructions in regard to the performance of my duties as a member of the Council from any person, group of persons or any organization."

6. We might consider limiting the membership in the Council of persons not members of the College. Apart from the President of the University and the Secretary of the Senate who are ex officio members, we might limit the others to, say, five. There are at present six: Messrs. Bider, Crowe, Healy, Howarth, Tatham, Verney.
7. We should establish in our rules a list of administrative officers of the College who are ex officio members of the Faculty Council. At present they are: Messrs. Beech, Berg, Pilley, Wilks (counselling services, senior administrator, registrar, librarian).

Distribution:

B. Bixley, J. Burnet, P. Fortier  
M. Gregory, K. Hamilton, H. Harris  
T. Olson, E. Reid, A. Tucker  
V. Berg  
cc. Mr. Michael Horn

YOUR RIGHTS ARE AT STAKE. BE AT THE  
NEXT EXECUTIVE COMMITTEE MEETING,  
TUESDAY, NOVEMBER 26, 9.00A.M.  
C202, YORK HALL

## ELECTION OF 8 NEW STUDENT REPRESENTATIVES TO FACULTY COUNCIL

Nominations will be open from one minute after midnight, Monday, November 25. to midnight, Wednesday, November 29,

An advance poll will be held on Tuesday, December 3, from 10-12 in the Music Common Room.

ELECTION DAY is Thursday, December 5, from 9-5 in the Music Common Room.

Any questions should be directed to the C.R.O., Chuck Eisel, Room C108, Wood Residence.

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## Social Action

# 'Canadians' stresses personal involvement

By MELISSA KEDDIE

For students of all ages, the Centre organizes tutorials. The student and the tutor get together as often as needed, probably about once a week. Mrs. Patterson the director of Camp Gay Venture, had some Indian kids between the ages of 11

and 15 to her camp during the summer.

She wants to continue this project by having students working with these kids on a one to one basis in very small groups. For Glendon students interested in meeting Indian young people, there is a youth group at the Indian Centre every Monday

night.

This group plans dances which are held every two weeks and a coffee shop held once a month. Also we hope to work with Sancta Maria House and Mercer, both of them post-release centres.

After many months of thinking and talking about a social action follow-up to the "Canadians" forum it seems that this is a contradiction in terms.

With our present knowledge and the present state of affairs among the Indian people, there can be no "social" or "group" action. Much more important for us is that we make an individual commitment to learn and then to put that learning to use in whatever ways possible.

To come to any sort of understanding of the Indian situation one must work with the people involved. Consequently, this is one of the main focuses of the follow-up to the forum.

For Glendon students interested in working with Indian kids, every Wednesday afternoon there is a nursery school, with about eight young Indian kids held at the Toronto Indian Friendship Centre. The Centre also organizes sports for the boys and needs coaches, especially for hockey.

Though only one aspect of the follow-up to the forum, this getting to know Indian people on a personal level, is extremely important and is perhaps the best thing we can do right now.

For anyone interested in learning about any of these projects, there will be an envelope in the forum office, Room 168, York Hall in which to leave your name and address.



photo by MICHALSKI

Indian child at the Indian Friendship Centre eyes camera suspiciously

THE BIG BUST  
IN  
TWO WEEKS

## Le 'Glendon College'

(from Le Droit,  
Ottawa, Nov. 5, 1968)

C'est avec un vif plaisir que nous portons à l'attention de nos lecteurs une minuscule brochure dont l'importance est inversement proportionnelle au volume. Nous voulons parler de la brochure publicitaire du "Glendon College".

Institution mixte préparatoire au baccalauréat, le "Glendon College" fait partie intégrante de l'Université York, de Toronto. Au nombre de 900 aujourd'hui, les élèves devraient s'y chiffrer par 1,250 en 1971 ou 1972. Jeune encore, puisqu'elle ne fut fondée qu'en 1966, l'institution se flatte du dossier scolaire des jeunes qu'elle attire, - plus d'un tiers ont obtenue des notes supérieures à 75 p. cent durant leur dernière année d'études secondaires, mais ce n'est pas la caractéristique la plus originale de la maison.

Ce qui la distingue surtout c'est le désir de sa direction et des élèves eux-mêmes d'en faire une institution

véritablement bilingue. On en veut comme preuve la brochure dont il est ici question et qui fut rédigée, - en français comme en anglais, - par les élèves eux-mêmes.

Glendon ne saurait toutefois devenir bilingue, écrivent-ils, "si nous n'arrivons pas des étudiants prêts à fournir l'effort considérable à l'acquisition d'une deuxième langue. En ce domaine, il serait vain de vouloir brûler ces étapes."

Page 15 de la brochure, on nous signale que ceux "qui arriveront à Glendon College sans avoir suivi les cours de français de 13e année devront s'astreindre à un programme de français intensif pendant leurs deux premières années au college."

Rarement a-t-on vue en Ontario autant de bonne volonté à l'endroit du français de la part de jeunes anglophones. Le fait méritait d'être signalé et ses auteurs d'en être félicités. C'était le but du présent article.

Marcel Gringras

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Toronto 12.

## Decision made on half-courses

# Seven more students on Faculty Council

By JOHN KING

Seven more student representatives will sit on faculty council. At a meeting on November 14 the council passed the motion to increase student representation from five members to 12.

The motion was put by Michael Horn, History Dean. H.S. Harris said that the motion could be debated at that meeting. He said it would be proper to increase the number of student representatives because of their heavy duties in committees.

Vlanney Carriere, a student faculty councillor, said that he wanted the motion to be put through in that meeting and said that

"student members do profit the council."

A.V. Tucker, History, supported the motion, but said that "we are simply approaching this in an arbitrary way." He wanted the Executive Committee to find a rationale for choosing the number of 12 student members.

Mark Dwor, a student faculty councillor said that he thought the best division of council would be one half faculty and one half students, but said that any increase would be better than none.

David Clipsham, English, said that he thought "adding 12 is a stopgap" and that the

council should "regard it as an interim measure."

### 'ARBITRARY DECISION'

J.J.F. Bruckmann, History, said that he was in favour of as many undergraduate visitors as possible, but he did not want an increase in student voting members. He said that the motion was "not thought out" and that the decision on the number twelve was arbitrary.

He said that he was also disturbed at the substance of the motion and that council needed people who knew what an education was.

"Undergraduates are not yet qualified to determine what an education is," he said. He said that council members needed a "professional competence which in fact they (students) have not got."

He was also against "applying principles of democracy to education, which I think would be a great mistake." He said that making education democratic "will result in a shoddy education."

Kathy Hamilton, a student councillor, said that the main work of faculty council is done in committees and that it is difficult for a participating assessor to work in committees while not being able to vote. She reiterated that student faculty councillors have a heavy committee load and that "it is impossible to do justice to the committee load that we carry."

T. K. Olson, Political Science, said that the number of students on the council was "a matter which needs to be rationalised" and that it was "not thought through very well."

He moved that the motion be referred to the Executive Committee. His motion was seconded by Bruckmann.

His motion was defeated 16-15. Horn's motion was passed 19-9.

### HALF-COURSES

A motion was then tabled on a recommendation of the Committee on Examinations and Academic Standards that students who fail one half-course can pass the course if they pass in the paired half-course. If their grade in one half-course is "F" the average of the two courses is "E" or better they can write a supplemental examination in the course they failed.

Bixley moved an amendment to omit the regulation allowing a student who fails one half-course with an "E" to pass it if the average between that and the paired course were "D" or better. He said that the subject matter of the first course is not necessarily the same as that of the second.

He said that he did not want the courses to be considered "paired". He said that if he fails a student he does not want another faculty member to be able to pass the student in his course.

The council was adjourned at this point. The argument was continued when council reconvened two hours later.

There were only 12 members present when the meeting opened and Bixley tried to adjourn debate on these proposals.

Gregory said that the issue had been raised and that objections had been shown when there were more members at the meeting. "Council must get on with its business when it has a quorum" he said.

Bixley's motion was defeated and debate continued. Bixley put a motion to have a postal ballot on the motion but it was defeated 8-4.

The original motion was then voted on. It was passed 7-2.

### EXAMINATIONS

Olson then tabled a motion that "each department be empowered to assess the students' academic work in the form and manner he deems most appropriate, and that, more specifically, he be free to hold or not to hold a final examination."

The motion was passed unanimously. The meeting adjourned. The next meeting will be on Thursday, December 12 from 1:00-3:00 P.M. in the Board Senate Room (C Wing)



Bloody Beautiful

## English 323

# - An unstructured and people-centred course

By JOHN HARTI

"I learned more about English in the month of October than all of last year," said Glendon English professor Ken Johnstone.

This sums up his reaction to English 323, perhaps the most unstructured course at Glendon. Its general scope is 18th and 19th century literature. The course has two lecture hours per week, but these seem to be only minor aspects of the course activity as a whole.

They serve mainly to introduce new authors and to give general information. Each of the four people teaching in the course handles them in a different way in keeping with their own "style". The four are Ken Johnstone, Bob Simmons, Janet Warner and Jim Benson.

In looking at the other aspects of the course it becomes obvious that it is really "people-centred".

Students meet with the professor who has the most knowledge of an area in which they are interested. One group, for instance, concentrates on the mid-Victorian novel. Another is examining the works of Dickens. Some people go to seminars at set times, some meet in small groups less regularly and others meet with a professor individually by appointment.

Johnstone says that he meets individuals on an average of about two hours every week. In between they read a lot of material and write essays. The professor will give bibliographical references for the area in which the student is interested, suggesting those works and criticisms particularly relevant to the individual student.

Questions are answered as they come up in discussion. As Johnstone said, "information is more relevant if it is given when a person needs it, can use it and will retain it."

This process apparently does not tend to produce an overspecialized viewpoint. Johnstone felt that in exploring a certain work or area, discussion naturally leads into other related areas. In this way knowledge becomes very personal and the whole period

is actually covered better than in some sort of survey course.

A number of students in English 323 concentrate most of their study on one author, reading all of his works, while others prefer to cover a wider range of works. Either way, it appears that the workload is heavy. Most students, however, seem to be working hard because they have more latitude in choosing the material they want to be interested in.

Johnstone said that in most university-level courses, more than half the students do little work, trying to get by with a minimum of effort. In 323, however, the majority are really busy. This interest and effort, according to Johnstone, results in many truly university-level discussions, something he considered rare in contemporary higher education.

The students who were interviewed seemed genuinely interested and active in this course. They liked the opportunity to study particular authors in depth and did not seem to mind the work involved. Their attitude was that you would get as much out of this "people-centred" course as you put into.

One felt that it appeared easy to get a C in the course - do the reading suggested by the prof and know a little bit about it. In order to benefit fully, however, (meaning an A grade, perhaps), you really had to immerse yourself in the work.

Johnstone stressed that one of the most important benefits of the course's intimate discussions was the development of the ability to respond to people as people - the development of sensibility and critical intelligence. For example, Johnstone believed that his experience in 323 had made him better able to respond to English 151 students as people, rather than as faceless units.

This course is obviously a key one to watch. The experience gained in it could probably be put to good use in other departments of the college. Glendon's situation is ideal for this sort of educational experimentation.

### NO MANIFESTO DECISION

Michael Gregory, English, said that the Executive Committee was supposed to make a decision on the student council manifesto "A University is for People" but pointed out that it had not yet reported to the council on this issue.

Horn said that he put his motion "as an interim measure, subject to modification."

Dean Brian Bixley said that he thought the motion should be discussed in the Executive Committee. He said that there seemed to be an illusion that there was some specific ratio the number could be decided on, but said "I can't imagine by what rational process this might be decided."

Dwor pointed out that there are now only four students in the council of 65.

Olson said that the reason for the delay in the report on the student council manifesto was that there was a "lack of cooperation from the student council" in the Executive Committee. He said that the student council should decide who would be members and that the Executive Committee could find proposals "we now don't have".

## Levesque to return to Glendon

Rene Levesque, leader of Quebec's separatists, is coming to Glendon in February.

Levesque, who had a tremendous impact at last year's Quebec Year 8' conference said, "I would be delighted to return to your college as the students seem to be honestly wrestling with the complexities of this question and are certainly less bigoted than their parents."

"Whatever will be the political future of our two nations we will always have to communicate with one another and to understand each other as human beings."

Levesque is now the leader of all separatists. Gilles Gregoire's Ralliement Nationale and the left wing led by Pierre Bourgault have recently merged with Levesque's organization to form Le parti Quebecois.

His visit which includes several universities in Ontario, is being sponsored by the Glendon Forum. He will probably speak on the evening of February 8.

Photo by MICHALSKI



## Editorials

### The myth of co-optation

In flagrant violation of the first commandment of conventional student radicalism in Canada, "Thou shalt not be co-opted," there will be an election to fill the posts of seven new student representatives on Faculty Council.

While the administrators and many members of the faculty sit back and admire their liberalism, student radicals hiss "co-optation" through clenched teeth.

Their logic simplified has it that for there to be mass involvement in social change, there has to be a polarization of opinion and action into basically reactionary and radical camps. For the masses to move to want change in an institution or in the society, the people that are ruling the institution or the society must be forced to overtly repress and oppress the mass of the people they are ruling in order to maintain their power.

Because of this overt oppression, the people oppressed will react and move to overthrow their rulers. Liberalism and compromise must go. There must be confrontation and revolution, etc.

It doesn't actually work quite as simply as that, but it gives you an idea.

On a societal level this process posits blood - usually in small amounts, sometimes in large. On the university level it posits disruption.

For this prospective disruption to be possible, there must be a possibility of overt oppression. This oppression can be material in the concrete sense, intellectual in an abstract sense.

At Glendon in the near future we have to rule out any possibility of material oppression of students (such as the shortage of good jobs for students in France and Quebec which were among the reasons sparking their revolts).

Students by and large have it made once they get here and are willing to do a little bit of work to stay. The jobs are waiting outside.

That leaves intellectual oppression.

Intellectual oppression? What is that?

Some people have referred to something like it in terms of rigid graded evaluation, a compulsory quota of courses, general education, compulsory French and compulsory fourth year studies at Glendon. (It is sometimes also connected with residence rules.)

Student Council has shown its concern with what it thinks might be intellectual oppression by its statement of principle and among other things its formation of community group studies - study groups looking into every aspect of Glendon.

It has gone to the students many times to try to interest them in the consideration of these things. They've even had their own mini-confrontation in Liberation. So far, however, not more than a few people have shown their interest in these matters. The community group studies are leading a shaky existence at present.

It seems that either the question has been put too generally to the students so that they could not find anything meaningful for themselves in it. (eg. talking about evaluation when exams are perhaps the only evaluative method many students really dislike). Or so that the students couldn't see what's behind it (eg. not relating specifically any evidence behind ideas of 'academocracy').

Of course, it is also debatable whether a great many students really care.

There is one other group on the campus, though, which seems to have a higher incidence of concern among its members over these nebulous issues - the faculty - because they're paid to carry them out.

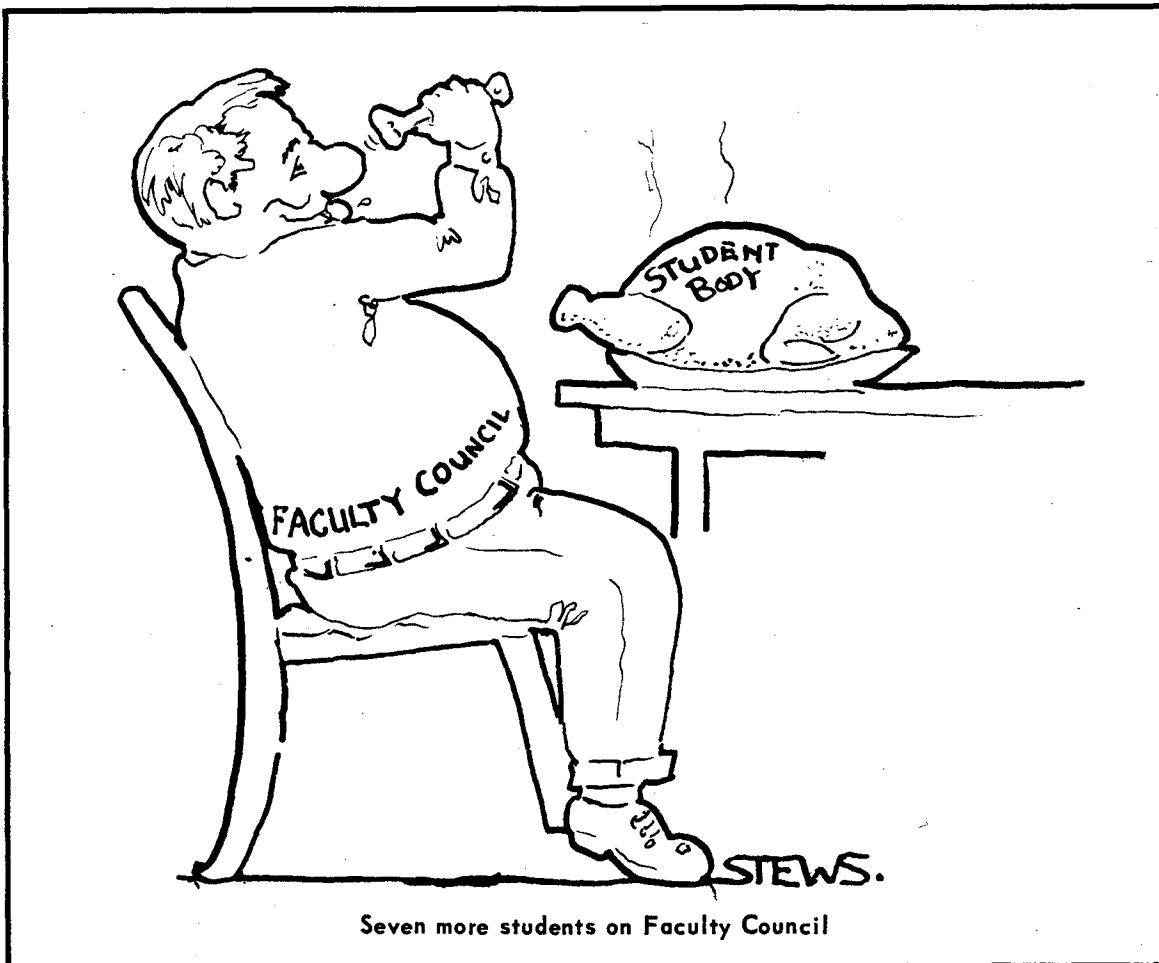
Where does this group customarily operate? Where does it have the opportunity to express and, more importantly, INSTITUTE their ideas?

The Faculty Council.

Looking at the question of more student representation on the Faculty Council, then, it seems that, in the terms of Glendon, the usual mutual exclusion of reformism and revolutionism does not necessarily have to be.

The increased representation can serve as a tool to create more political jockeying around which might show up the workings of power alignments in this college, whatever these may be. It may also act as a catalyst to forment areas of dissent already prevalent in the faculty. Confrontation might occur over this - confrontation that might breed student interest in the questions raised (particularly if the students find out one morning that half their professors do not want to teach at Glendon because of severe disagreements, let's say, between large segments of the faculty and the administration. These are only possibilities, of course, but it is a fact that Faculty Council has dealt with and will be dealing with issues that could conceivably spark this kind of reaction.

In fact, it may just be that basic change at this college and widespread student interest in that change does not necessarily lie with presenting the propositions in question, time and time again to a seemingly disinterested student body (although this shouldn't be stopped for this reason) but rather, in the faculty, even within Faculty Council, as a generator of even greater change.



Seven more students on Faculty Council

### Vous avez la parole

#### Like wow

Dear Sir:

To David Hollings.

Wow David.

Like your article (All You Really Need is Love) was groovy. The ultimate. What can I say? You're really making it at Rochdale, the place where hip love people and groove together, cosmic communication, soul brothers and sisters, the whole bag! You're where it's happening, where it's at. People here really are uptight and hung-up. They don't know what doing your own thing is all about. But man, you've made it. Making it with you would be something else.

Love, of course,  
Pamela Carson G I

#### Not Too late

Dear Sir:

The event conducted at Glendon College was a travesty of ignorance concerning Indians. It was a publicity seeking junket of people who knew nothing, cared little, and abused those who had anything important to say. The unfortunate Indians who attended did not benefit themselves and cast shadows on those who would not come.

But it is not too late. My suggestion is quite simple. Instead of spending the many thousands on such an affair set aside about \$250.00 to allow me to come down for about a week and show films on Indians, introducing them, commenting on them, and answering questions.

When I am through with the showing of these films, and giving simple answers to direct questions (without

"napalm" being introduced or any talk of the rights of negroes) you will at least have some new education and information on Indians.

You may start to straighten up and fly right instead of woggling around as so many of the students at York seem to be doing.

The films are not far out, not revolutionary, and in fact they may be foolish to some of the strange characters we see around. But to about 90% of the students the films will tell the story of a people who are not able to adapt, not coming closer to the white man's way of life but getting further away from it, and people who are not like whites, yellow or negro people. Indians are different and when I am through with showing my films for a week, and commenting on them there will be a thoughtful silence instead of a beard-pulling, pot smoking, meeting!

If you want education I am available to educate you. If want child's play I can't help.

Taiotekane Horn

#### Happy D.P.

Dear Sir:

This letter may be a bit off-topic for PRO TEM but

I think you should be interested in what I have to say.

When I first came to Glendon and to Canada two years ago there was a great deal of discussion about the doubtful existence of a truly Canadian culture and this was also hacked about during Quebec Year 8. There does not seem to be so much concern about the question this year. As an 'outsider' I was at first truly astounded by this lack of insight but I realise I should not have been surprised. Coming from a different culture I of course saw things in a different perspective while you were unable to view your culture objectively because of your immersion in it. This is not strange or by any means unusual. Let me assure you that Canada does have a culture unique to itself and although it is diverse on the micro level there is a strong solidarity on the macro level. Nor should you be afraid of exposure to American influence; Canada's culture is not so loosely founded as to be absorbed so easily.

Perhaps you would like me to describe your culture to you; of course I cannot do that, especially as I have been exposed to it for some

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#### PRO TEM

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PRO TEM is the student weekly of Glendon College, York University, 2275 Bayview Avenue Toronto 12, Ontario. Opinions expressed are those of the writer. Unsigned comments are the opinions of the newspaper and not necessarily those of the student union or the university administration. PRO TEM is a member of Canadian University Press, the fourth estate, and an agent of social change.

## Happy D.P.

time and so have become perceptually hampered. However I could point out a few things, not all good, which I have found outstanding. Most of these observations were made in my first year when distinctions were a lot clearer.

First of all, you Canadian males, stop worrying about your masculinity and let it shine through by itself. You think this is unfair? Perhaps it is just your age? I don't think so. For instance, the inane liquor laws you have, provide, for too many, a mis-directed opportunity to show their 'masculinity'. As a Canadian friend of mine said, "I don't know what the boys would have to talk about if they didn't get drunk of the week-ends."

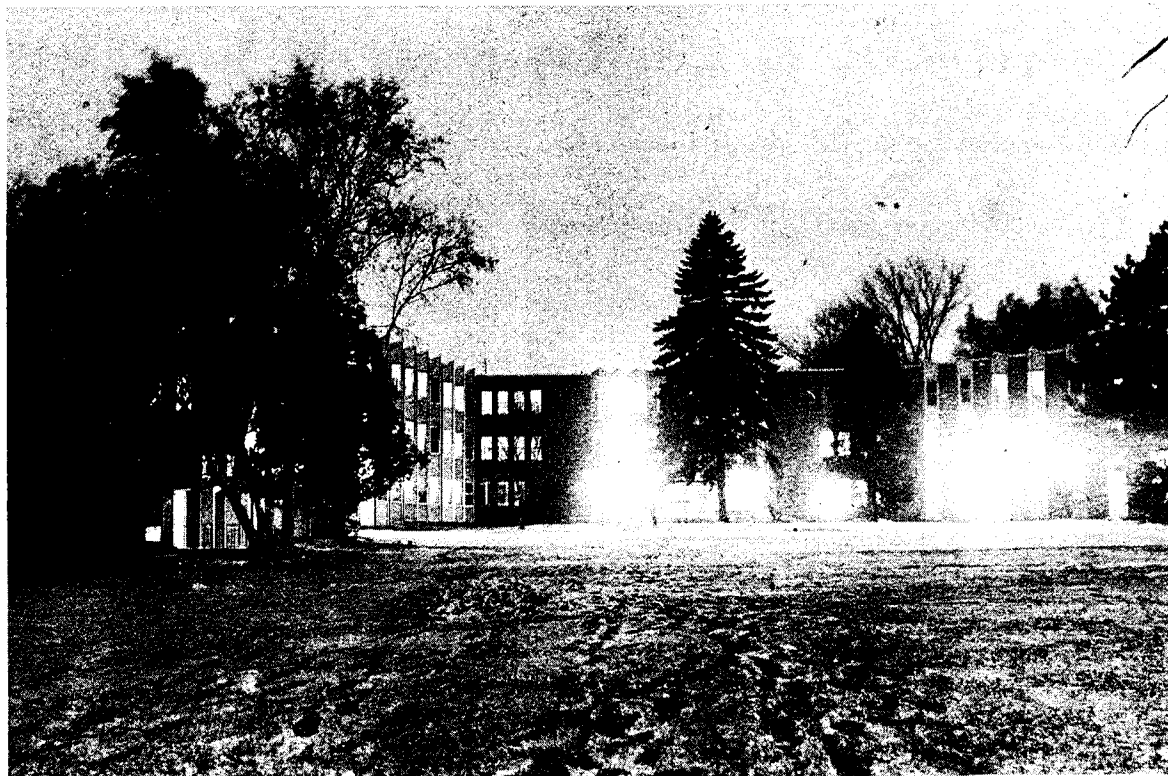
On the brighter side, Canadian manhood take a bow; on the whole your considerateness far outshines your stiff British brother's show of 'chivalry'. Thank you for demonstrating that thoughtfulness need not be formalised into Emily Posts' Bible. Spontaneous and innate consideration for others is one of the most happy ingredients of your culture. May I also add that Canadian hospitality and warmth cannot easily be matched. Basically it is a concern for others (sometimes this takes the form of being concerned because you're not concerned enough!) Of course I leave myself wide open for criticism by making these broad generalities. Perhaps I can strengthen your belief in what I say by telling you that, as of last week, I am a landed immigrant, a Canadian resident, and the happiest D.P. of them all.

Frannie Stone GIII

## Give a damn

Dear Sir:

Are you responsible members of the college? Were you at the "Community Group Studies" meeting held Thursday. Did you express any interest if the time of



It's exam time again-- and the lights are burning late

the meeting prevented your attending? Is CGS your interest? Change and finding a better way to teach and learn are your interest. Your F.C. studies "A University is for People" and asked the student council to present briefs to elaborate its proposals. To minimize the "elitism" inherent in a dialogue between the faculty council and the student council, the CGS was formed. Would the faculty council have been representative of the faculty?

The student council would not have been representative of the students.

Some students have had to ask the student body "to give a damn".

Is it necessary for a student to ask the faculty to stand up and give a damn? Responsible?

GIVE A DAMN!

Andre Golding GI

## Indian response

Dear Sir:

Today I received a letter from a young Indian friend attending a public high school in Nanaimo, B.C. Shortly

after "The Canadians' Forum, I sent a copy of PROTEM describing the events of the week-end in word and picture. His reaction to what he read in our paper will be of interest to every Glendonite concerned about the Canadian Indians.

"I just received your letter which made me very upset. The conference sure sounds different from the one I went to over here. It's completely different here, they want to get together and know more about white people and they want more help from whites, which I think Indians really need. You know, when I was reading this pile of B.S. I got kinda disappointed. I sure don't think them Indians knew what they were talking about over there. I sure wish some of these Indians went over there. They'd surely change their minds."

"The way they talk over here they really appreciate the white people and what they are doing for Indians. God, I don't know what to think of them Indians over there. Wait till I show this paper to my brothers. They'll think they're out of

their head or something. My old man says Indians will never be able to run their own affairs by themselves. He says they'd end up in the middle of nowhere and wouldn't know what to do and I believe him. Cause they tried to do it in one place and it didn't work. They ended up in the hole and they didn't know what to do but go back to white man's way. I know white man is trying his best to help Indians and we Indians over here really appreciate it very much. But that's over here! ... "But please don't let me down cause of them Indians ... Please don't let them Indians change your mind. I know these B.C. Indians think a lot different than then east. B.C. Indians really appreciate whites. I know it, cause the way they talk at this conference."

John Frank

John is the youngest of 14 children of the most progressive, best educated family in Ahousat, B.C. His 'old man' is one of the oldest Indians on the reserve and highly respected for his ambition, drive, and pride

of his Nootka culture mixed with applicable 'white-man' technical innovations and social customs. His brothers are all excellent fishermen in the summertime, but wintertime takes them into carpentry, mechanics, contracting, teaching, and studying. This year, three of them are on Ahousat's powerful band council.

Now ask, Glendon, "what do the Indians really want?"

Wynanne Watts, GII

## 3.30 filler

The blue lake with the red swans sifting waves whitely wept a picture postcard up tight all of us eyes sewing their sockets the sun and the rain, its beautiful, singing Christmas god of death and try to buy the moon jonathan isn't well the gun battery over English Bay

the red the white and the terrible in the teared dusk of watered air orange crush spriteing life to all dishonesty tongue drawn machetes gesticulating the tree fort that was never built

across the bays of heaven's pyramid in Christmas eve's soft snow halo

the totem poles alone they stand love will visit us alone

inconvoluted roof foetid ember's fire the toll gates on the Lions Gate

trust motif betrayed fogged opportunities in the morning the gas barge in the sheltered cove

turncoat fire held us seeing the mirrors mirrored the ships go by at Prospect Point

where southern beacons burn warm pillows souled at two a canadian sunset

our mercy was the sea filtering memories of the present

- filler at 3.30 am -

## Aftermyth of war

By TOBY FYFE

As some of you may remember, last week, application forms for the coup against council were circulated among the students, and, I understand from reliable sources that many of these were filled out and returned to one or other of the four anonymous second year male students in charge of the coup.

The following is a short account of the attempted coup (that failed, thank our lucky stars!) which I found in my mailbox; it was on plain white paper, 8 1/4" x 10 3/4", typewritten, double spaced with one inch margins on each side. Many people, in spite of my printed protestations, had linked me with this group of fascist dogs, and so I decided, for the sake of my image as a revolutionary, to stay away from Tuesday's rally. However, apparently my contacts have not been silenced, as the following document will illustrate:

'A spectre is haunting Glendon - the spectre of our revolution. All the old powers of Glendon have entered into a holy alliance to exercise this revolution: President and Vice-President, Treasurer, Communications officer and External Affairs chairman, Year representatives and PRO TEM staffers.'

'The history of all hitherto existing student bodies is the history of class struggles.'

'Last Tuesday, as decreed and decreed, the four members of your R.R.F.G. of S.-N. launched their Coup against the commie pigs that have subversively managed to gain ideological and practical control over council, and, through the yellow press, the unsuspecting students of

this college.'

'The Coup, we admit, was badly timed, as many students apparently had lectures and dentist appointments at the hour of truth. However, at exactly 4:13 pm, on Tuesday, November 19, in the year of our Lord one thousand nine hundred and sixty-eight, an angry mob swarmed into the council offices. The four of us were met at the door by the President Himself who invited us into his office.'

We are democrats, we believe in life, liberty and the happiness of pursuit; we ignored his offered chairs and esconced ourselves, in true revolutionary fashion, under his desk. Yes, your President has his own desk; indeed, a symbol of a new hierarchically structured council that is already decadent after only ten months in office. We listened to him, but we did not hear; we heard him, but we did not listen.

'We knew what he would say, that he would talk to us of equality, liberty and other 'democratic' ideals of the Reds. We know that our concepts are right; council says their are right; we are right, and council will end up left behind. Of this we are positive.'

'Memos went out to the External Affairs officer, memos that we could not see (being under the desk) - is that equality, fellow students? For half an hour, this worthy lectured us on the benefits of CUS and OUS, but we did not listen. We know nothing of these organizations, and we do not care. They are part of the structure; they must go!'

'We ask you, fellow students, how could we listen? We know what the students want, what is right for the students; we have the answer to their problems; of what benefit would it be to create a dialogue between ourselves and the commie pigs? They are wrong; we are right.'

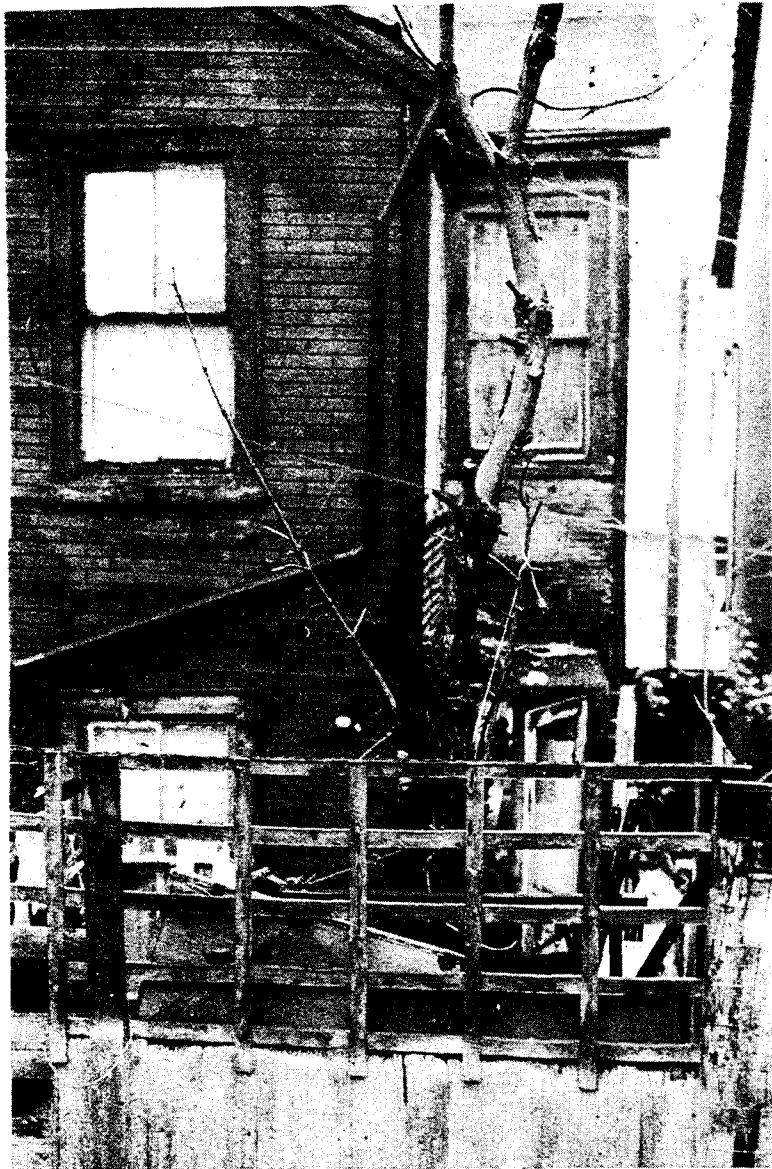
In the end, we listened, for we are true believers in democracy and equal rights for all. They talked of the need to reform society, to reform the university, to reform the students, to reform the forms. We listened, and, acting for students of Glendon College, and granted these communists their democratic due. Indeed, are we not democrats? But we were not swayed; of that rest assured. We remained entrenched in our broadminded invincible ideological fortress of participation, democracy, equality between all levels and integration of every thing.'

'The Coup was a failure; after sitting under the desk for so long we were incapable of successful revolutionary action. Council has won the first round, but the legacy we have left behind is greater than the polemic politics of Council.'

'We, the students of Glendon, have shown that we care, that we too believe in liberté, égalité, fraternité and puberté, and that we have the answers to everyone's problems.'

'Do not be content to give up your lives, fellow students, to a corrupt cause!'

'Students of the College, unite, for you have nothing to lose but your classes!'



Choked congested tenaments

# Trefann Court Its residents are caught between the poverty grip and manipulating burea

story by **JOAN SHIRLOW**



Six blo

Her name is Georgina and she is nine years old. She is eating candy that won't spoil her supper, because it is her supper. "We can't have supper today 'cuz my mom has no time to cook for all nine of us girls. We were doin' the laundry, washin' the floor 'n stuff like that. So mom gave us 20 cents each to buy somethin' good for supper. But we don't listen to her. We buy candy."

She is a typical child in an ordinary family in Trefann Court, a badly decayed slum area at Queen and Parliament that was recommended for redevelopment in 1936.

It is an area of large families, poverty, welfare and rats.

Georgina knows all about rats. "My sister found one in our room 'n my mom burnt it. It was a real nice fire. We all watched it. The rat was ugly, just like all rats. I hate the big ones the most."

### NOT FIT FOR ANIMALS

The closest playground to Georgina's house is on a dirt and cinder patch of land. There is one slide, one swing set without swings, one dinosaur to climb on, a whole case of broken beer bottles scattered around, and small pieces of

garbage here and there among the scrap metal and wire.

Many of the houses were built for Irish immigrants in the last century. They planted cabbages for food in their front yards, and the name Cabbagetown has stuck ever since.

On Trefann and Tracy streets, some of the houses are practically wooden shacks. Either there are gaping holes where windows should be, or there are wooden boards nailed up. The houses themselves are slanting and falling apart. Almost all need immediate rewiring. Many do not have running water. Practically all the occupants are on welfare.

Alderman David Rotenberg said the residents of Trefann Court are "living in conditions not fit for animals."

Shuter Street is considered the best street in Trefann Court. There is one house on it that is nine feet wide. The porch is falling apart but there is glass in the windows and it is freshly painted.

### RENEWAL PLAN OPPOSED

In 1966, city council approved a \$9,144,000 redevelopment plan for Trefann Court. In this plan, all the houses were to be demolished between Parliament, Queen,

River, and Shuter Streets. Half the area was to be used for public housing for 1,300 people. The rest was to be used for private industry. Using this plan, each public housing unit would cost \$36,000.

The residents of Trefann Court immediately opposed the plan for three major reasons. Because of the severe housing shortage in Toronto, the homeowners didn't think they would get enough money from expropriation to buy a similar home elsewhere. They wanted to be assured that alternative housing would be available when they were expropriated.

The tenants didn't know where they would go. They were afraid they wouldn't get back in the area after it was re-built. Some wanted top priority for accommodation in the Don Mount urban renewal area, but that went to former Don Mount residents, and then to former Alexandra Park residents. The Trefann Court residents thought this plan would just push them into a different slum area.

Almost no-one liked the urban renewal plan. They said that many of the houses, especially along River and Shuter streets were in good condition, needing little or no work done to be brought up to a reasonably high standard.



Crumbling streets, traversed only by drunks

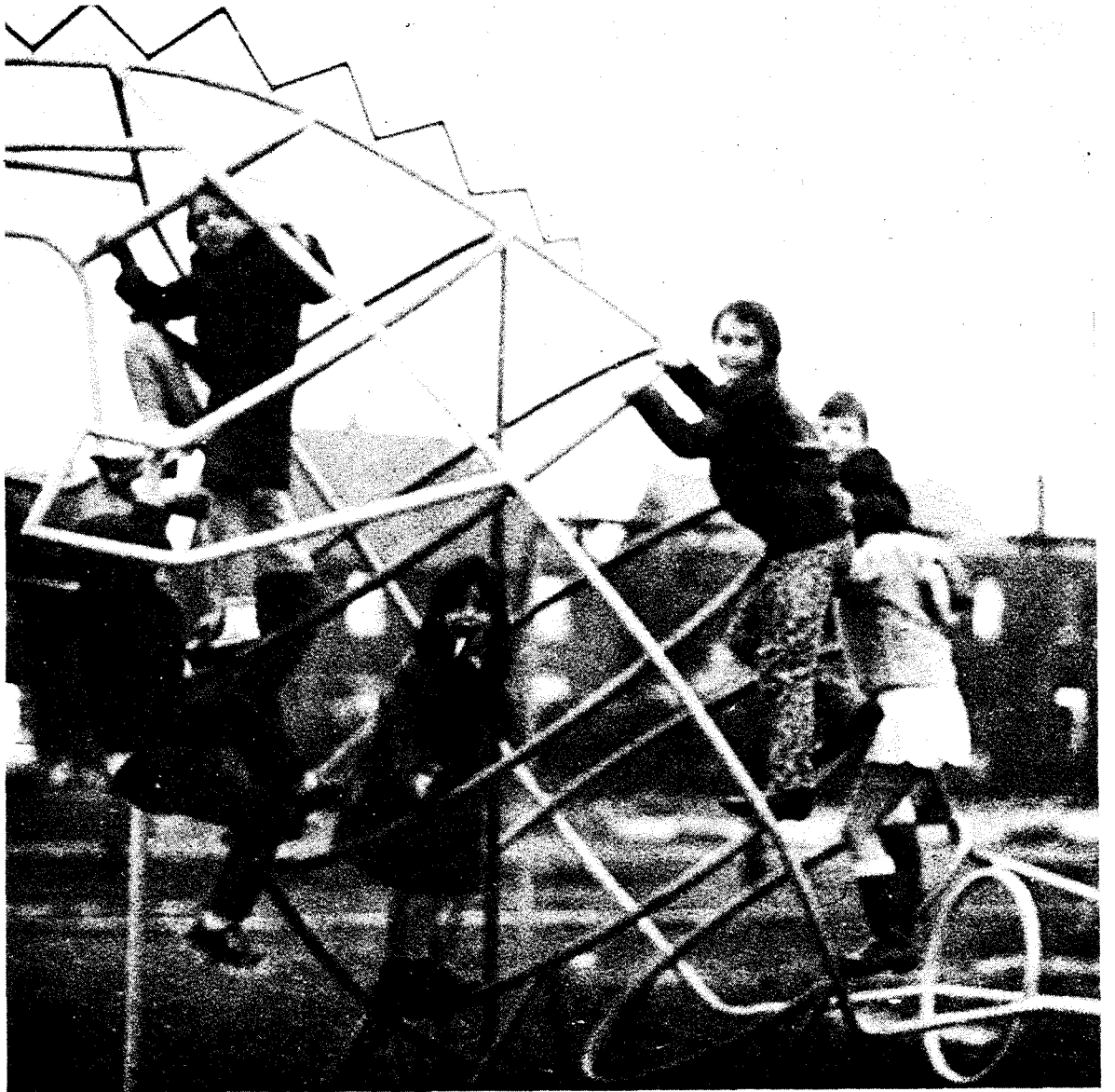




# ind ucrats



es for a dollar--not exactly the Unicorn



The children of TreFann Court--they suffer most

## GRASSLESS PARKS

The plan also would allow the Good Shepherd Refuge on Queen Street to remain. The residents wanted the Refuge torn down. They said it brings alcoholics, bums, and derelicts into the area.

You can see drunken, homeless men coming out of the Refuge eating cheese sandwiches, only to throw them up all over Tracy Street. The refuge is only one block away from one of the two treeless, grassless 'parks' in Trefann Court.

The residents also objected to the lack of a community service center and a recreation centre in the plan. Neither Moss Park nor Regent Park South redevelopment areas have community service or recreation centers either.

In October of this year, after two years of meetings and lobbies and arguments and threats, the city decided to scrap the entire plan for Trefann Court and start all over again. For the first time in a redevelopment plan, the residents of the area will be consulted from the very beginning. Nothing will be decided without hearing the opinions of the people living in the affected area.

A site office was opened in Trefann Court

(by co-incidence it was opened the morning of Hellyer's housing task force's visit to the area) to tell the residents what is going on, what has been decided so far, and where they can go to air their opinions on future decisions.

Unfortunately the man in the office, Mr. Bob Didulka, kept repeating that he'd only been working in Trefann Court for five weeks and "only know what I've read in the newspapers so don't quote me." He said all enquiries are funnelled through Graham Emslie, the new city development commissioner.

## RESIDENTS FIGHT POLITICIANS

It was Emslie's decision to scrap the Trefann Court plan and start all over again. When he came to Toronto two months ago, he went to Trefann Court. "I found a general atmosphere of mistrust. There was distrust of the city, of the development department, and of the renewal plan. They felt that the city was trying to shove something down their throats."

They did indeed. Phyllis Tomlinson, a resident of the area told the Star:

"You've got to fight the politicians who try to sell you out. City Hall's well-heeled, middle class officials are trying

to manipulate us - push us around like cattle - without considering that there are a lot of people in Toronto not in their class. People live in low-income areas for a reason. As soon as they can, most of them will improve their condition. . . .

"You know there is often a kind of ugliness among nice people. You know what to expect from thieves and crooks, and you can protect yourself, but nice people can really hurt you. . . can catch you off base. They can keep you down."

In an editorial of February, 1968, the Toronto Star talked of: "...a simple premise which time and time again is overlooked by Toronto: that in all renewal programs, the needs of the people affected must have the first priority."

While the needs of the people are being considered, an area of derelicts wandering aimlessly among young children, of homemade haircuts, of six blouses for a dollar, of boarded up windows, of broken porches, of candy for supper, of glue sniffing for kicks, of soup for lunch every day, of a nine year old saying "I want to catch pneumonia so I won't ever have to go home again," and of rats in the bedroom, still stands.

This is Trefann Court.

photos by MORGAN



Their backyards could also be called garbage dumps

## Day in the life of a playboy

By VIANNEY CARRIERE

My name is Playboy Vol. 15 No. 12, and I just want to tell you what a hectic day this has been. Think you've got hang ups? Think it's easy to be a magazine? Well listen to this. I'm sure you don't want my life history and I'm not going to give it to you, but let me tell you about today. I just want to set you jerks straight who think that I've got it made, just because I'm big, and expensive, and glossy and I've got class.

I got here this morning, tied up in a bundle, and got thrown out on the pavement, beside the Bookstore. Some way to wake up, eh? Actually, I felt all right when I did wake up, because a university bookstore is about the best place for me. Here, anyway, we know that we won't be staying cramped on a bookshelf with about fifteen alternatives to us for weeks. University kids are fairly good about that sort of thing, and they usually don't leave us in the impersonal bookstore too long. I hate bookstores. Talk about repression!

So I was right. A fairly decent looking chap with a beard picked me up about two hours after I'd been put on display. Of course, he has to give me the once over before buying me, but they all do that. And the first thing he turns to is my middle, but that's standard too. I had a tense moment when he just grunted and closed my middle again, but he bought me anyway.

This guy charged me. That bothers me a little bit, because of course I need to feel wanted, and I wonder if he would have bought me without a charge account, but then I don't want to get paranoid about the whole thing.

So this creep has me for about twenty minutes, takes me to his room, and lends me out right away. The worst thing about being me is that even if I do get a fairly decent owner, he's bound to lend me out, and you just never know, that's all. Anyway, he lends me out to this pervert, who isn't interested in me at all. I wouldn't mind if I were a fairly drab issue, but I've got some good stuff in me. But this character is interested in my ads! Do you believe it? I've had people go through my pictures and throw me aside before, and I've had many guys who just looked at the pictures and my cartoons before retiring me, but ads! I didn't believe it. Fortunately, my original owner claimed me again inside of an hour, and took me to his room.

He's got a fairly nice room, but it's a bit cold. At least it's dry. Just about the worst thing for my health these days is to get left in a damp room for days on end. He also had several distant relatives of mine, Vol. 15 No. 11, and Vol. 15 No. 10, so I thought if they had stuck it out so long, this guy must be all right.

In the evening this guy threw a kind of party, and of course everyone there had to have a go at me. And wouldn't you know it? This GIRL picks me up. It's bad enough having guys gloat at me, but GIRLS!!! That's downright embarrassing. It's humiliating. I turned a deep purple blush, and she must have noticed it, because she put me down right away, after looking down at my middle. Then she tried to get back at me by putting her drink down on me, but my owner mixes some pretty good drinks. So instead of getting mad at this girl which I had every right to do under the circumstances, I just decided to grin and bear it, and lap up as much of the drink as I could.

The party ended pretty late, and I got pretty drunk because lots more people put their drink on me, but I had a fairly good time. But then, just as everybody was leaving my owner decided to put me to work again. Ever tried doing hard work when you're half cut. Well it isn't easy. This guy should be reported to the union, only I don't have a union. Well, he read me for a solid hour, and then decided to go to sleep.

So here I am, lying on the floor where he threw me before rolling over and starting to snore. I'm cold, and I'm tired, and my cover hurts because it got folded when I hit the floor. Now I can't sleep, and I want another drink.

And you think I've got it easy. I've a good mind to start crying and wake up that snoring oaf . . .

## Students work out hang-ups and learn to act at same time

By LIHA TAMME

Do you ever get that feeling of embarrassed self-consciousness? Of tenseness? Are social restrictions making you uptight?

I found out about something that can help you get rid of it, and help you develop an entirely new self-awareness.

Last Wednesday night I dropped in on a creative happening -- the Theatre Workshop.

Skip Shand, a member of the English department, is the official head of the group, but he prefers to let the students run the group themselves; so John Taylor, a third year student with an abundance of enthusiasm and talent for acting, took over the leadership.

Taylor has had much experience in acting; the basics he uses for the group he learned this past summer from people from the New York School of the Arts.

The purpose of the workshop is to begin to train people for the stage, but it also helps individuals in everyday life.

Basic exercises came first for the group. This is where a lot of people dropped out, because they wanted to jump right into acting -- which you just can't do.

At the beginning of the meeting, each individual exercises the way he wants or needs. What they're trying to get at is relaxation -- both in body and in voice.

One guy lay on the floor, arms out-stretched, flat on his back, and let loose with screams and moans; one girl, with eyes closed, twirled around the room slowly, bumping into furniture, falling down, getting back up again; one boy went clambering over the furniture on all fours, like a wild animal.

Seeing them do one exercise in particular made me feel like I was at a black sabbath celebration. What happens is that they all gather in a tight circle, arms around their neighbours waists, heads and bodies curved toward the centre of the circle.

Silence reigns. They begin to sway, in unison; to breathe, in unison -- as if they were all part of one

and the same body.

Breathing slowly grows deeper and stronger; someone takes the initiative and breaks out into a low hum; all break into a low hum, in time with each other.

One person breaks the unison, and hums by himself; others follow suit. All this time, the humming grows louder and tenser. The hums are piercing now; the tenseness is reaching a climax.

Then suddenly the high-tension hums died down to an average hum, and then a quiet hum, and then into a simultaneous hum (as if they were all a part of the same body again), and then the hum died out altogether.

The effect was very eerie; I felt like I was an intruder at a séance.

Next came games; mainly concentration and self-awareness games. They make an individual's mind work imaginatively, while using their bodies.

All these exercises and games are to loosen and relax a person so he can be master of himself (have both

physical and vocal control), in order that he can concentrate.

A great deal of concentration is needed so an actor can give life and reality to a role. Now, finally, the group is ready to take on characterizations and expressing of emotions.

One of the most effective characterizations and expressions of emotion was done by a girl. She really put herself into the character's role, displayed her emotions -- by expression and by movement -- in a few short minutes. There are definitely people with a great deal of acting potential in the group.

The best and last performance of the night was from Taylor himself.

After his performance, the group was so moved that someone in the group began to applaud him.

The group is thinking of doing a production around the time of the Winter Carnival. If so, they would probably do something that grows out of one of their improvisations.



Photo by MORGAN

Shand's theatre group--ain't it wild?

## Weekend-more Godardian manipulation

By MARTHA MUSGROVE

I'll admit I went to "Week-end", now playing at Cinecity, hoping to be shocked. I had about the same frame of mind people have when they go to hockey games or turn on American news-casts.

Nothing like a little non-participatory arm-chair violence to lift one out of the doldrums. At the end of the movie, I certainly was shocked, not by what I had seen on the screen but by my own reaction to it.

In two and a half hours of surrealistic horror, I felt only two emotions: irritation at prolonged honking and repulsion when a pig's throat was slit and a swan decapitated. However one feels about Godard and his methods, it must be admitted that he can control and manipulate his audience at will.

"Week-end" is the odyssey of Corrine and Roland, a chic Parisian couple who want nothing more out of life than a motel in Miami, a gown

by a name designer, and a week-end with James Bond. They view everything materially, dispassionately.

Each weekend they visit Corrine's parents in the country for the sole purpose of ensuring themselves a healthy inheritance. They coolly discuss plans for murdering their mate with respective lover and mistress. Godard takes the audience along with Corrine and Roland, carefully instructing us so that we gradually experience things as they do.

At first, the trip seems amusing; then, mildly annoying. The couple become involved in a hopeless traffic jam --- much shouting, honking, gesturing. Gradually, Godard unrolls the horror, in small doses at first, then more and more repulsive as the audience becomes immune. We see wrecks of cars strewn with bloody remains and are unmoved.

We are sympathetic with the girl who screams, not because her lover

has been killed but because her beautiful car has been wrecked. We approve of Corrine stripping the clothes from a corpse. We calmly sit with Roland, smoking, while a tramp rapes his wife in a ditch.

And we are faintly amused when the two murder Corrine's mother. The whole movie sounds too bizarre to be anything but funny but Godard moves so slowly and carefully that these events seem quite plausible. Apart from the man in front of me who thought the whole thing was really a chuckle, the sum total of audience reaction was a collective gasp when some animals were killed. We sat impassively through every kind of human degradation but the slaughter of that poor pig really got to us.

Godard's skill as a director is difficult to assess. At times he is so obvious as to seem amateurish. For instance, when Corrine stabs her mother all we see are these

little rivers of blood spreading out on the patio, the same technique used by Polanski in "Repulsion" and "Cul de Sac".

As well, he can be unbelievably ponderous in his attempts to include some political philosophy along with social comment. In "Week-end" there is a seemingly interminable sequence in which two garbage-men deliver diatribes on imperialism in Africa and black militancy in the United States.

On the other hand his characterizations of the bourgeoisie are ruthless; his titles are extremely witty puns. Godard never lets the medium use him; rather, he exploits film to express himself.

"Week-end" is nothing more, or less, than Godard.

If you are in the mood for some introspection, go to see "Week-end". If you just want titillation, stay home and read "Myra Breckinridge".



# up-front

## History seen from a book in a TV tube

By BRIAN PEARL

War and Peace in the Global Village  
by Marshall McLuhan and Quenton Fiore. Bantam, 190 pages

Either Marshall McLuhan is a prophet or a madman: he is a madman. But, as with Hamlet, "though this be madness, yet there is method in it."

McLuhan's thing is explaining social attitudes and historical events as the direct effects of "technologies or media" which create "environments" within which societies act and live. These environments also determine the individual being's "sense ratios" or the relative importance in the perceptive act of each of the human senses.

### VISUAL SPACE

McLuhan believes that print, as the principle medium of Western Europe, up till about 70 years ago, created a "visual space" that was its environment. Man became visually oriented due to his complete dependence on sight in the communication of information. Thomas A. Edison, the great electric technician, "while still in possession of sight, switched to Braille as preferable to visual reading."

In this visual space created by print, constructions are straight-edged and modular, like the line of print and the letters of the phonetic alphabet. The construction called New York City is the best known example of this effect of print technology. Structures of Authority also reflect the qualities of visual space, being composed of "lines of command and modular offices" with officers of specialized, singular jobs.

But 70 years ago Volta discovered

the electric current and the Newtonian world-view and the Napoleonic world structure were dissolved. This has occurred because electricity, like print, is a technology which creates an environment and this environment re-adjusts the sense ratios of all who dwell within.

The repeatable, machine-like function of the eye scanning a line of print became the Industrial Revolution. Driving-rods and spinning-jennys were the "outering" of the musculature of the eye into the visual space created by print. All technologies are an extension of our own bodies for in the human body resides the archtypes of every function man can ever know. The extensions of our bodies' muscles filled the world with machines and their products and masses of men who were workers and soldiers; extensions of their own machines.

### FROM THE TRIBE AND BACK

Germany, at the turn of the Seventeenth Century was emerging from a tribal or clannish, mosaic-patterned (see any map of Germany prior to Bismark past into Napoleon's literal building-block world. By the end of the Eighteenth Century the unified and therefore print-oriented state had been formed. But the shock of that transition was the cause of World War I.

"War is quest for the recovery of identity and respect. New technologies disturb the image, both private and corporate, in any society; so much so that fear and anxiety ensue and a new quest for identity has to begin."

Japan, dislocated in space and time by Western print technology, embarks on a war of aggression to re-assert, "to prove" herself in battle. "War (is) an accelerated

program of education - compulsory education for the other party. In any war the foe studies the resources and characteristics of his attackers as earnestly as the attacker tries to understand his foe in depth."

Radio, and later (and much more strongly) television create new environments which are not visual but "audile-tactile" in nature. Such an environment is called Tribal by McLuhan because the involvement of the individual in society is much greater than the economic, ego-centric i.e. muscular, motives of print-space cultures.

The word "audile" refers to the familiar sense of hearing reinforced many times over and "tactile" does refer to the sense of touch but McLuhan believes this sense to be the combination of all the others, and therefore, the most involving of the senses. It is the tactile part of an environment which "tribalizes" man.

Radio was the phase of electronics which aroused in Germans memories of the pre-napoleonic tribal space. The program of "Aryanization" was a process of education in the nature of the reconstituted tribe. The assertion of the "Master-Race" was the identity quest incarnate, led by a lost little man riding the electronic surf.

### THE FIRST TV WAR

In the United States radio was only able to re-tribalize the Black part of the population, leading them to cultural domination of America. "Radio was a disaster for goal-oriented America. It inspired multiple goals and a multiplicity of images, depriving the country of its simple visual-mindedness. The war of 1939 meant a recapturing of some of the blueprints and visual-

mindedness that had been blurred by Radio."

But Television is succeeding where Radio has failed. America is being tribalized in the total, invisible environment of the Tube. The reaction to the complete loss of America's visual identity has, of course, been a war. McLuhan calls Viet-Nam the "first Television war" in which "the public is now participant in every phase . . . and the main actions of the war itself are now being fought in the American home itself."

The T.V. audience, in their tactile space, experience this war more fully than any soldier or any General in the field itself. And those who have lived all of our lives in the Television environment know this war better than any of the Joint Chiefs of Staff.

This war is being fought by the swiftly-dissolving establishment of the U.S. They had meant to embark on a new Frontier War, re-instituting, or re-educating the American people in the Pioneer, Rugged Individualist tradition. But, to their horror, these men are educating the Americans in tribal lore; adapting Guerrilla tactics themselves and idolizing the Green-Berets, who will become the Praetorian Guard of the American Empire. The Green Berets will overthrow America long before the Viet Cong arrive.

This is a stimulating, exciting book (intellectually, that is) loaded with fascinating concepts expressed in the mosaic mode (if you don't know what that is, step back and take a hard look at this newspaper). The book is segmented informally into sections, but still has a remarkable unity of thought throughout.

## A linguistic merry-go-round

By MARTHA MUSGROVE

They are working under improvised with lines they had chosen. If the spirit really moved you, members of the audience were welcome to join the fun on stage. I really wanted to, but my exhibition count was at an all-time low. I looked on wistfully. The tone of these skits took on a decidedly blue tinge but they were really funny. Everyone--audience and cast--broke up.

Of the five, I would rank Rudy Lavelle and Ann McCordale as the most flexible. Ann Stephens probably knows she is the best performer and is a little condescending. Wayne Robson plays two stock roles but plays them well. Dini Baker is the weakest member--her one reaction is to screw her face up in this painful, intense expression but she reacts adequately in improvisation.

"Tests" by Paul Abelman, is in the best tradition of organic theatre. There is more or less a set script for the evening, but the actors are free to use whatever interpretation they wish. The scenarios are sometimes sense, sometimes nonsense--strings of unrelated lexical sets that can be meaningful or gibberish.

In the words of director Schwartz "Tests seek to find new poetic and dramatic qualities in words that current usage has rendered so functional and disposable."

The experimental aspect of the production really comes after the intermission. The audience was invited to write a line of dialogue on a slip of paper which was then collected. Each actor drew a slip and they simultaneously

After seeing their versatility in "Tests" by Paul Abelman--more about that later--I'm prepared to alter my opinion. The cast is not only very funny, not only very talented, but also very professional.

### GLENDON

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### Students!

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In February of this year Miss Kenedi received the highest marks ever awarded to a musician at the Kiwanis Music Festival in Toronto. The adjudicator, Joseph Cooper from England, described her performance as "one not likely to be exceeded by anyone during our lifetime".

-30-

Applications are now being accepted until Thursday, November 28, for the position of **PRO TEM** Editor-in-Chief for the period February 15, 1969 to February 15, 1970.

Applications should be mailed to Editor-in-Chief, **PRO TEM**, Glendon Hall, Glendon College.

Applicants must be registered students of Glendon College and must be prepared to be interviewed by the **PRO TEM** Managing Board between November 29 and December 5.

-30-

WANTED: Two Louis XIV chairs or facsimiles for Glendon TV production of Molière. Contact Paul McGowan after 6:00. 699-4687.

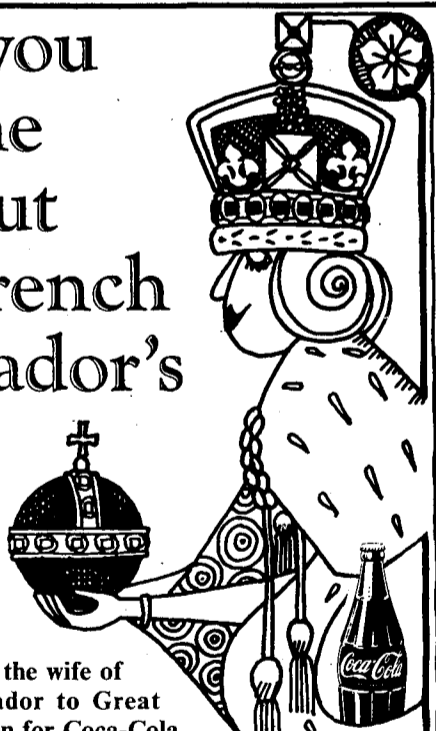


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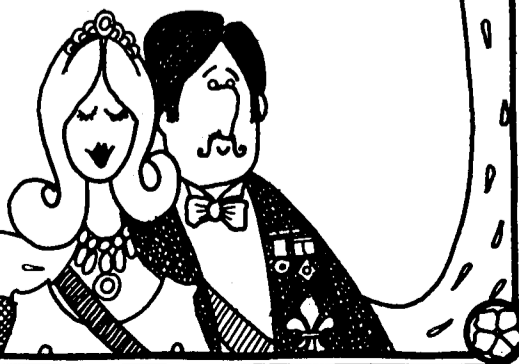
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Have you heard the one about the French Ambassador's wife?



The story goes that the wife of a French Ambassador to Great Britain had a passion for Coca-Cola. And, having been invited to Queen Elizabeth's Coronation, she went to considerable inconvenience and expense to have special pockets fitted into the stole that she would wear. The pockets, believe it or not, were for Coca-Cola—one bottle in each to see her through the ceremony. It seems that even at Coronations, things go better with the taste of Coke.

Both Coca-Cola and Coke are registered trademarks which identify only the product of Coca-Cola Ltd.



## 'No mickey-mouse course'

# Economics 251-'an art'

By LARRY SCANLAN

Confusion say: "Man who dislike bathing beauties should not make judgement until he has bathed one."

This in effect, was the advice this reporter received when he interviewed Professor Bernard Wolf concerning his Economics 251 course. He seemed rather recalcitrant at first, bugged that a cub reporter with no background in Economics whatever, should be grinding out a critique of his course. He even threatened a 'nasty letter to the editor' if his request for 'editorial discretion' was not complied. "Economics is an art", he said. Granted. Still, **PRO TEM** is not the New York Times and my position is really not so much that of a critic but that of a liaison officer, co-ordinating student opinion and his own views to mould the criticism. At the same time, Wolf does have cause for caution... his course has been the battleground for bloodlettings before.

The diminutive little Yale grad with the voluptuous nose and the lightning-like chalk hand was immediately immersed in oil as soon as the gun went to start the year.

The little flyer that advertises courses (the Glendon Calendar) billed Economics 251 as "an introduction to economic principles, and analysis covering price theory, the theory of the firm etc." Last year this billing was not lived up to; this year people suffer for it. The course was delivered by D.C. Russel, who gave a very liberal, superficial view, stressing the 'macro' economics, without much concern for basic economic theory. Students reportedly enjoyed the course, but were provided with a very shaky foundation for further economic drilling. Thus the 3rd and 4th year economics students are a generally disappointing lot.

With the 251 course then, Wolf came out swinging, determined to prevent a similar disaster. First, he had that infamous 'mug shot' taken of his classes and asked them to take up permanent positions in the lecture hall. (Wolf is convinced students have names and not numbers). He also invited students NOT to come in late for a lecture.

Reacting, students felt they were being herded. A third factor made the animosity blossom. The class's swollen size threatened to permit no seminars at all. For Wolf the problem was twofold: time and money. Wolf's exigencies had little effect on the head office, so that it was the students themselves who had to go to Dean Harris and exert some pressure. The bickering finally ended in student victory, and seminars.

An ominous start. Things still aren't smooth but progress is apparent.

Charles Stedman, a 2nd year student in the course offered a typical reaction to the course.

"For people who don't want to work, it's a difficult course." He himself put in an average of 7 hours a week of economics. (Wolf set 9 hours as a minimum). He stressed the potential of the course, especially in the seminars. In criticism, Stedman said his teaching technique was

perhaps not the best in that "he handles foolish questions foolishly". Wolf has decided to teach basic 'micro' economics before advancing to the more elevated, real-life 'macro' type, convinced that economics is a brickbuilding process and that therefore the underpinnings must be secure.

Dave Philips, also in 2nd year, commented on the very rigorous and thorough foundation that Wolf was invoking.

"It's not a mickey-mouse course; you have to stretch yourself a bit."

Perhaps a bit too rigorous? Dave Starbuck seemed to think that the class tended to bog down on trivial matters, that Wolf sometimes got frustrated. On the other hand, he did think that the course was 'fair'. (so MANY thought it was 'fair', 'interesting', 'enjoyable'.)

Experience at Glendon and personal philosophy has told me that for a course to generate real learning power, the professor himself is a pivotal factor.

Judging from student reaction, Bernard Wolf stands relatively tall in his student's eyes. He is a lively, quick-moving man who always keeps on his feet.

In his Thursday seminar, he walked in late (?) to witness his students bandying the point of monopolies, a point he quickly threw himself upon and into which he injected more life. Of the 13 students present, about eight actively participated in the discussion; and those eight were adequately armed with data.

Wolf came very close to the idealistic resource person-referee who lets the students wrestle with thought, and intervenes only to keep it on the track and/or put more coal in the fire. A real indicator of a seminar's success or lack of it, is the ever-popular "5 minutes to go shuffle". In this class it never came. In fact only those students with classes chose to leave, and the discussion which began at 1:15 went on until 3:00.

This academic spirit was not so evident in the lectures. Attendance at the morning lecture was not much over 50%. This is a major stumbling block that both students and professor must face. The fact that it was a 9 o'clock lecture came up time and time again when students were interviewed.

The cards are on the table. The professor is only a human who can err but still puts in an effort that most students realize. Perhaps as Wolf says it is a little early in the course to exercise judgement, especially since most students were of the opinion that it was evolving into something better.

Those who continue to bitch are possibly victims of the 'artsy purge' that renders numerals and graphs akin to hieroglyphics. Or to be more particular, they may be like so many Glendon students-faceless malleable entites on whom the professor encribes his character.

Wolf sees a wide divergence of ambition and intelligence at Glendon. At course end he expects participants in the course to be able to pick up a newspaper (or the New York Times) and react intelligently. The tools are there for use. It's up to Economics students to use them.

Pro Tem staff meeting today 2.00 pm Glendon Hall

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Well, if you say it's good...

## Unsung underground heroes of Versafood speak forth

Mention institutional food and what reaction do you get? BLECH!! Immediately a stereotyped image like Cookie in the Beatle Bailey comics comes to mind.

Hospital food, army food and Versafood - they all have to fight off the same reputation.

Everyone knows about Versafood. They're the big American company. A Director of Versafood is on York University's Board of Governors.

But what few know is that deep down in the bowels of York hall, there's a group of Versafood employees who really CARE.

There are some 75 full and part time workers who turn out the 500 meals needed three times a day.

In order to produce such quantity, the work load has been divided so that each individual functions within his own small sphere.

The management at the top is handled by four individuals, including two supervisors. The head chef and his four cooks prepare the core of the meal. A baker prepares pies, cakes, and such each day. And other individuals work on salads, desserts, and sandwiches.

### TOP QUALITY FOOD

Mr. S. Salamy, the manager, over-

sees the whole operation here at Glendon.

He states that the food offered at Glendon is of top quality because the budget is large enough to provide it. He has been here since September.

Previous to that, he worked at Versafood at McMaster. Versafood was undercut by another firm and lost their McMaster contract. But economical operations for that other company meant sacrifices in food quality.

'Did you see where the McMaster students were demonstrating last week over their food?' he asks, his pride in Versafood policy showing through.

'I think it's important that the students know that we buy only federally inspected red and blue brand meats. And our produce all comes from a local supplier,' he added.

All this coming from the Manager is understandable. But the rest of the staff substantiates his remarks.

Lena prepares all the salads. In between tosses, she explained that each member of the staff 'has their own work and does it. Nobody bothers you.'

Ivy works on desserts and another lady prepares 'about 500 sandwiches

a day'.

Robert is the baker. He bakes pies, cakes and such daily. He has been in the business for 30 years, so don't ask him what brand of cake mixes he uses.

Part of the equipment includes three bake ovens and a super huge baker's mixer. The beaters on the mixer are like two by fours.

Joe is the head chef. He attended Ryerson for one year and has had twenty-three years cooking experience. He has been chef for all kinds of people, but particularly enjoys his present job because it is a smaller enterprise and he feels a more personal contact with those he cooks for.

Joe and the four cooks under him utilize six ovens, two grills, a hot top, two French friers and two huge steam kettles to prepare the food.

Each menu is prepared in Versafood's head office by a dietician. The menus are on a 3-week rotation list. Adaptations are made to suit particular tastes of the students here.

'We check the gargage so that we can tell what hasn't gone over too well with the students.'

In spite of the care and conscientious effort put into every meal Versafood dishes out, the general

attitude here at Glendon is that there are kinds of food--good, bad and Versa.

### SALAMY'S FOOD THEORY

It isn't because cheap food is being served. Several people in the kitchen made comments about the good brand names and the quantities of food.

The reputation arises, Joe believes, because 'we're trying to cater to so many people with so many varied tastes'.

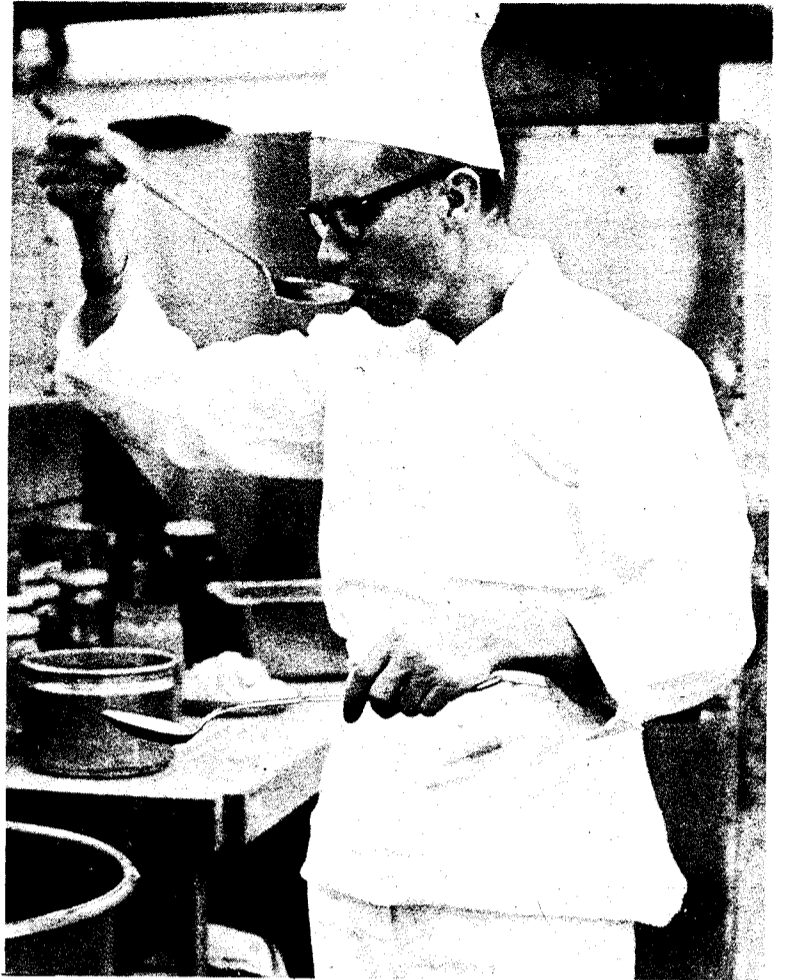
To try and please everyone, no extreme variations are served. It's like being a peace-maker, hell from both sides.

Salamy has another theory. He sees hunger as man's main drive. Students come out of class, upset, pressured and hungry. They go to the cafeteria and vent their frustrations in complaints about the food.

Then too, the food sits in the warming ovens until it is needed upstairs. Warmed over food loses its taste.

Slowly it is realized that Versafood is not the smirking villain it's made out to be. They even try especially hard to hire Glendon students for the part time jobs.

Slowly it is seen that Versafood is really Mom and apple pie. And like Winston Smith we can finally say, Big Brother, we love you.



Joe the Head Chef. Taster's choice--he gets all the free samples he wants.



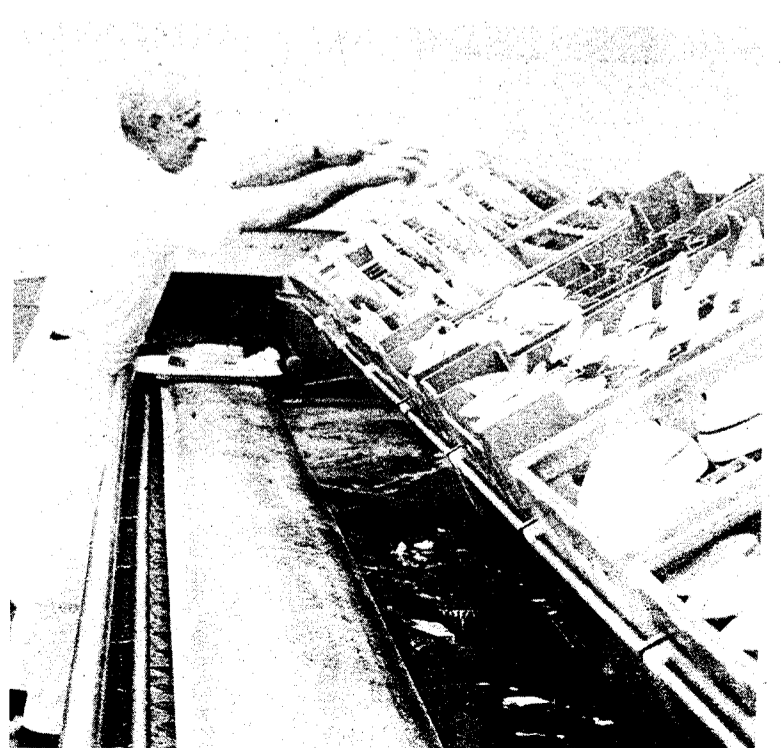
Robert the Baker--'Can you bake a cherry pie?'

Story

by

MARILYN

SMITH



It's enough to give a body dish pan hands.

Photos by MICHALSKI



# sports

## Football final Friday (again)

Inclement weather forced the cancellation of the championship flag-gootball game last Friday, which was to have pitted the crowd-pleasing D-House squad against the ageless veterans of 3rd and 4th year. Hordes of fans, who some said numbered close to 69,000, filled the sidelines, the rink, and emptied out into nearby trees in anticipation of the game. Head referee Ron Maltin's decision to postpone the game provoked vitriolic reaction from the crowds and special riot-rent-a-cops had to be called in to restore order. But come sleet or snow, said Ron, the game will be played this Friday, despite fears that many on the 3rd and 4th year team could come down with colds.

And speaking of stalwart squads, Glendon's irrepressible inter-college hockey team will play the vaunted McLaughlin all-stars tonight. Captain Andrew (Mercury) Raven foresees a tight physical-contact game with fisticuffs a distinct possibility. Members of the team have voted unanimously that in the event of a victory this evening, everyone will chip in so that goalie Parker Liddle (Beaver) may get his hair cut. Parker has been complaining that his sideburns have been hampering his eating habits.

Lastly, the inter-mural basketball schedule gets under way this Thursday. Athletic Director Mike Salter has advocated full turn-outs, since rumours have been circulating that Ferguson Jenkins and the Harlem Globetrotters may drop by on a scouting mission. Many 2nd year students in fact were training late last Saturday night, drinking specially-prepared, vitamin-filled liquids in preparation for the coming season.

## We need more whimsy

Pajamas will be the attire tonight at Glendon's first annual Pajama Games sponsored by the I.E.C. as a followup to their successful coed flag football tournament.

The evening begins at 7:30 with a faculty-student broomball game. Throughout the course of the night, a host of other activities will take place - volleyball, basketball, squash, ping-pong, badminton to cite a few - and it should be emphasized that absolutely no athletic ability is necessary or recommended. A splash-in extravaganza by the pool with music and dancing has been arranged for the grand finale.

To be admitted, simply appear in a pair of pajamas, a nightgown, negligee etc.

## A golden College Bowl

Queen's Golden Gaels will meet Waterloo Lutheran Golden Hawks in the fourth annual Canadian College Bowl this Friday night at Varsity Stadium, in the game that will determine the champion of Canadian college football for 1968.

The Gaels, making their first bowl appearance, earned the right to play in the big game by handily defeating Manitoba 29-6, after winning the SIFL championship with a 14-6 win over Toronto. The Gaels are rated as favorites for their margin of victory over Manitoba.

Queen's has a balanced offence, being capable of grinding it out on the ground with Heino Lilles, Keith Eaman, and Brian Donnelly, or exploding through the air with quarterback Don Bayne firing to Tom Chown, Don McIntire, and Rick Van Buskirk. The Gaels' tenacious defence is highlighted by their ace defensive back, Jim Turnbull.

Waterloo Lutheran have made one previous appearance in the College Bowl, losing to St. Francis Xavier two years ago. The Hawks gained a berth in Friday's battle by beating Loyola 40-0 for the Central Canada Conference Championship, and by trouncing the Maritimes' champ St. Mary's 37-7 last Saturday in Halifax.

The Hawks have an outstanding ground game led by Bob MacGregor, Doug Strong, and John Skinner, and quarterbacks Paul Gray and Terry Harvey have an inviting target in flanker Tom McColl.

The game is expected to be a sellout. All proceeds go to the Canada Save The Children Fund.

## Women overcome at Ryerson

It is extremely difficult to become enthusiastic about a volleyball game the women's intercollege team discovered this last Thursday at Ryerson's invitational tournament. With the discovery came a valuable lesson - you have to want to win.

Glendon lost the first match to Erindale 2-0. This was an upset since once before Glendon had easily handled Erindale. Next Glendon faced a much improved Ryerson team; our gals really wanted to win this match and they did! Glendon lost the first game 12-8, but rallied to take the next two 15-7 and 14-10. However, Glendon again met its match in Scarborough losing 12-9 and 15-6.

## Olympic hassle

# Athletes tee off about organizers

By LARRY SCANLAN

The news at last proclaims that the magical golden hardware is ours. It seemed at last thrust upon the Canadian contingency to do it when the microscopic nation of Taiwan had captured a bronze weeks before.

Sitting back in their armchairs while they glare at their colour television sets, Canadians feel somewhat satiated now that 'our boys' have finally come through--even if it was the equestrian team that had to do it.

That says something about Canadian patriotism and it also uncovers huge crevice-like cracks in the Canadian amateur athletic programme.

Abby Hoffman is Canada's best female middle-distance runner: "There's incompetence at the top and all the way through...it's just a big botch-up." But vociferous Abby had better clam up before the press gives her the Harry Jerome type coverage that threatened to run him out of athletics--all because he complained bitterly.

Also angered is Margaret Chatland: a student of Glendon, an 80-metre hurdler, and a sound Olympic prospect.

Marg asked the rhetorical question - "did we really bomb?" An informed follower of track and field knows well the slim chances generally of Canadian athletes against top-notch world competition.

And with good reason. However, the press tends to sensationalize beforehand and deems them contenders in fields they can only hope to do well in, but not win.

The men's Olympic relay team for example, didn't train together for more than a month. Some competitors trained together for four years in preparation for these games; we run for four weeks and people expect medals.

### AMATEURISH COACHES

Tracks and track coaches also came under her fire. Facilities are not exactly the best; Toronto has two indoor tracks, one at Bathurst and Finch and the other is at the University of Toronto. They're also offered the use of the Coliseum at the Exhibition (maybe they can pace the horses) but that's always on a contingency basis.

Coaches in Europe are paid professionals. In Canada they are amateurish amateurs (Abby Hoffman says she knows more about women's half-miling than does her coach). Giving up leisure hours in a thankless task, a part-time coach has a distinct propensity towards making a name for himself and his club.

Thus in a competitive meet he will be concerned with points and will enter athletes in as many events as is possible to muster those points. This is supposedly the age of specialization, not track and field handymen.

### BUY OWN EQUIPMENT

Marg, a track star even in

high school, not only enjoyed the competition, it was essential to her development. The high schools of Scarborough, in keeping with their policy of "always-there-to-lend-a-helping-hand", passed a decree stating that anyone on a track club was automatically ineligible for high school competition. Stifle the spirit. That's like preventing a guy from joining the band because he takes lessons.

So much for moral support. What about financial support?

"A young athlete starting out in track and field must have money or he's finished before he starts."

When she embarked on her 'career' as a runner, (with Lloyd Percival's now-defunct Don Mills Track Club) she had to buy all her own equipment, including track suit and costly spikes and pay all her own entry fees. Her financial hurdles had to be overcome before she could even attempt the wooden kind.

The United States has an athletic scholarship programme that acts as a factory churning out an endless supply of athletes for both the amateur and professional arenas. We have nothing. An Olympic swimmer from California had practically the full moral and financial support of his state. What did Elaine Tanner have. Nothing but a few "too bad" telegrams.

### WHO CARES?

Now to throw a last spattering of grease onto the fire. I talked with Rolly Goldring, presently teaching physical education at a Scarboro

## Rebels rock Sheridan in exciting exhibition tilt

By NICK MARTIN

York Rebels came up with their second victory of the young hockey season Friday night when they defeated a scrappy Sheridan College squad 4-1 at the main campus arena.

Although tempers were near the breaking point throughout the hard-hitting game, there were no serious outbreaks.

Don Fraser got the Rebels off to a fast start when he scored on a pass from Rick Bowering with only fifteen seconds gone in the game. Sheridan tied it up quickly as Bond scored from Vivian, but Bruce Easson potted what proved to be the winning goal at 8:35 on a pass from Ed Zuccato.

Jim Dickinson added York's third goal late in the first period with Wilson Ross and Andy Schweda drawing the assists, and Schweda rounded out the scoring with a goal at 19:45 of the final period as Easson set him up perfectly.

Although York had a wide edge in play, they made the game seem closer than it actually was by missing several good scoring opportunities. Lack of scoring punch has been York's big problem so far this year.

collegiate, and a member of Canada's 1964 Olympic Basketball Team. We talked about why Canada didn't even bother sending a team to this year's edition.

He surmised that it was due primarily to their pitiful showing at the Pan-American Games but added that the whole debacle was shrouded in mystery. Apparently a team was ready to go, even offered to pay its own way, but was not PERMITTED to go. He termed the organizers "an upper echelon of older people...out of touch with the sport." Sounds all too familiar.

Something is purportedly being done. British Columbia has solved the problem of greedy track coaches by merging all their track clubs into one. There is still competition among individual clubs, but for Olympic trials, B.C. will send out a team that will represent B.C. and not sundry track clubs.

The problem of incentive is being alleviated by the hope of more European tours that afford the best two athletes (under twenty) in each event the chance to travel abroad. The Trudeau government has sent token questionnaires to the Olympic athletes, asking the athlete what he thinks is wrong with our obviously anachronistic system.

Still, there's no programme for the youth in Canada and until that type of thing is effected, a great deal of potential will drain away as waste. And a questionnaire won't solve the lethargic Canadian outlook that seems to say either 'who cares' or 'the rotten bums blew it again'.

The Rebel defence was outstanding. Also, Goalie Frank Childe showed strong signs of returning to last season's form when he was the top netminder in the OIAA.

York's most successful line Friday night was the unit of Don Fraser, Rick Bowering, and Andy Raven, although Bruce Easson was highly effective on the infrequent occasions in which he wasn't in the penalty box.

Sheridan, a technical college in Brampton, has beaten OIAA member Ryerson Rams this season, with Friday's loss being only their second in eight starts. They showed the Rebels a lot of muscle, but were unable to click on their scoring chances.

They suffered a big loss when their most dangerous forward, Steve Prosser, was excused for the night after quoting several no-nos to the referee.

Both teams treated it as strictly an exhibition game. The Rebels' coach, Bill Purcell, took a regular turn on the York defence, prompting one Sheridan player to ask, "Who's the old ringer?" Another Sheridan player was allowed to smoke while serving a penalty.