

Thank God our time is now when wrong
 Rises to face us everywhere,
 Never to leave us till we take
 The longest stride of soul men ever took.
 Affairs are now soul size.
 The enterprise is exploration into God,
 Where no nation's feet has ever trodden yet,
 It takes so many thousand years to wake
 But will you wake for pity's sake,
 Pete's sake Dave's, or one of you,
 Wake up will you?

—Christopher Fry,
 'The Sleep of Prisoners'—

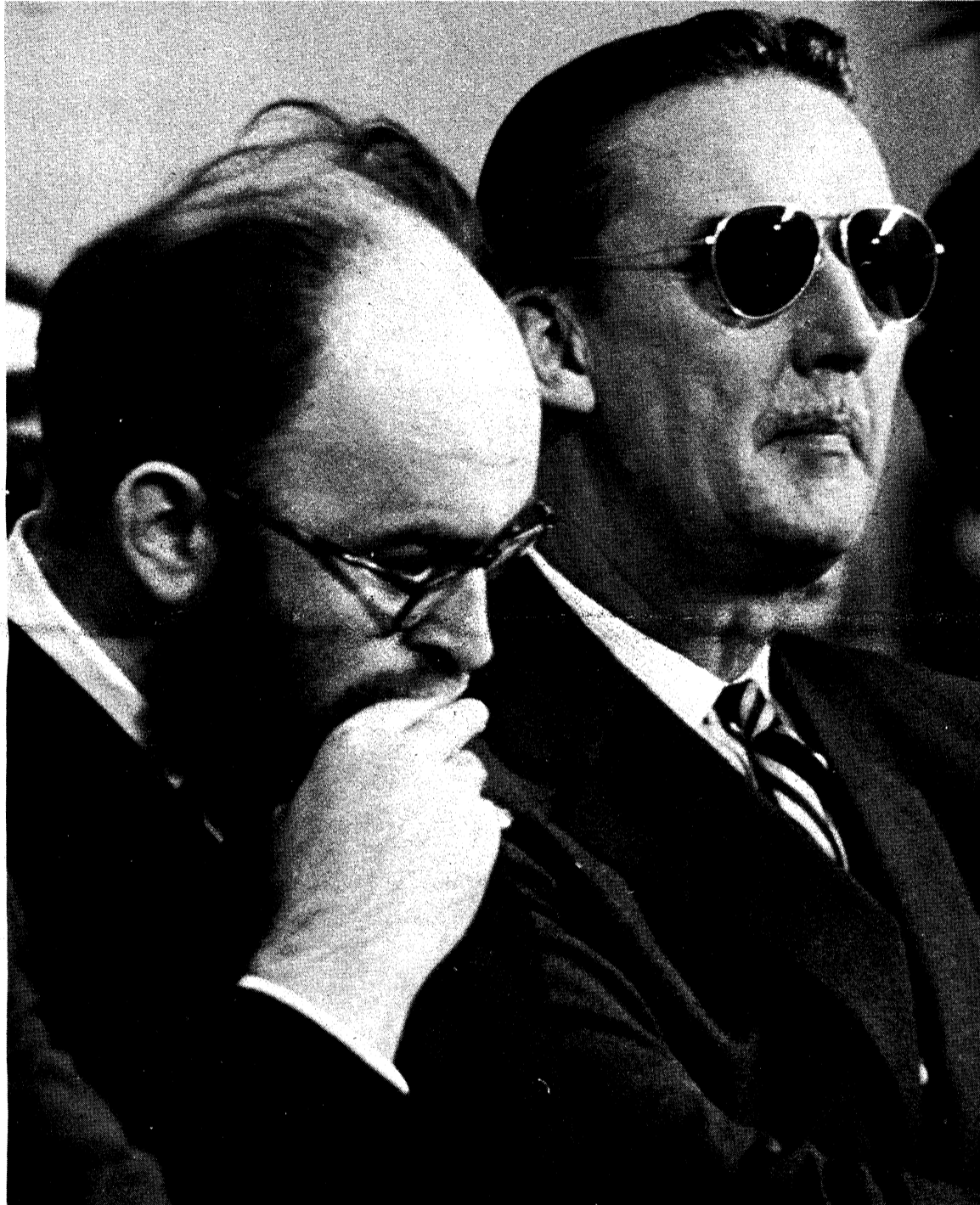
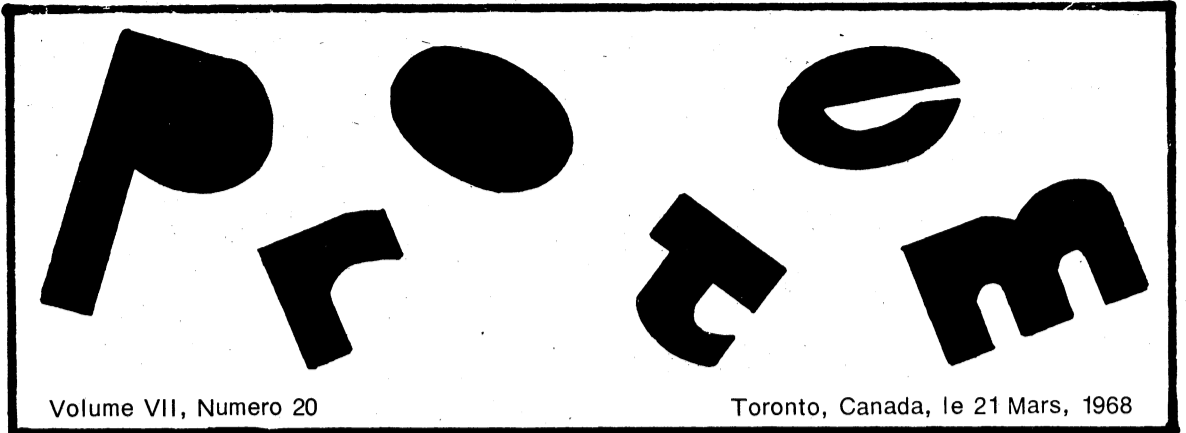


photo by COPP

(Sing to the tune of 'Mellow Yellow')

I'm involved with involvement
 Involvement's involved with me
 I'm havin' an affair with involvement
 I'll go down for society
 I'd go anywhere
 & I'd do anything
 For anyone but me
 Cause I'm so involved with involvement
 To hell with apathy.

I'll join any organization
 As long as there's more than three
 I'll fill any obligation
 To humanity
 If it doesn't work
 It's just another jerk
 Back to reality
 I'll lay down my life for involvement
 Cause involved is the thing to be.

Have you done your part for involvement
 Have you helped society
 Cause if you're not involved with involvement
 You're involved with apathy
 Now is the hour
 For student power
 Displace your hostility
 Get so involved with involvement
 Stamp out Apathy

Hippies grab U.S. arms in exhibit

CHICAGO (UPI-Special)—Authorities tried to determine today how a band of hard-core hippies infiltrated security arrangements at the Museum of Science and Industry and seized a U.S. army exhibit of weapons used in Viet Nam.

The flower-bedecked hippies gained control of a combat helicopter and personnel carrier yesterday without serious resistance.

About 150 teenagers swarmed around and onto the carrier, shouting, singing and chanting, "LBJ, LBJ, how many kids have you killed today?"

Police moved in and cleared the exhibit hall, threatening to arrest anyone who tarried.

The invaders held out for nearly an hour. Before police gained control, the hippies forced museum officials to declare the exhibit off-limits to civilians.

No injuries were reported, although museum sources claimed the infiltrators shoved aside children waiting to fire a machine-gun at a simulated Vietnamese village.

Mrs. Bernice Martin, operations director of the giant lakefront museum, said she felt the assault was pre-planned.

The exhibit, installed last week by the U.S. army, is designed to allow museum visitors to climb into a "Huey" helicopter and electronically fire a machine-gun at the mock-up of a village, in the central highlands of Viet Nam.

A direct hit on one of the exhibit's grass huts results in a bright flash of light, indicating "good marksmanship," a museum official said.

NEWS...SPOT

FACULTY COUNCIL ELECTIONS

David Copp, GII, Kathy Hamilton, GII, and Graham Muir, GI, became the first elected student representatives to the Glendon faculty council last Tuesday.

They defeated candidates Di Stirling, Betty English, and Charles Stedman.

The three successful candidates agree on the role of a student representative on faculty council; that is, to improve faculty - student communication.

'It (faculty council) is of more immediate and real concern to the students than what student council is working on and it is time people realized this,' said Kathy Hamilton.

There is a consensus among the candidates that students should be allowed on the executive and curriculum committees of the faculty council.

Students must have a voice if not a vote in the important decision - making committees, stated David Copp. Once this is accomplished students can become an effective force within the system. Graham Muir thinks it is vitally important that stu-

dents contribute to the structuring of their own education. This is best done by representing the 'student view point' on planning committees such as these.

Course committees are also important, according to Hamilton, and any course evaluations should take place within this framework.

Muir feels, however, that 'any course evaluation set up by faculty council would have to be co-ordinated with student council's efforts in this field.'

NOW WE ARE OBSERVERS

Glendon College will hold observer status on the York student council. This decision was made in a Glendon student council meeting last Monday.

Council President Jim Park said: 'The YSC members will be making decisions which may in some way affect us. We should have the option of attending the meetings and throwing in our two cents' worth. It will also be a means of communication between the two campuses.'

With observer status

Glendon will have the right to participate in all YSC discussions and to submit motions but will not have voting privileges.

Observer status will be 'free' for Glendon. A full participant status would have cost between eleven and seventeen dollars per student. This would have ruined the Glendon budget.

All the presidents of college councils, in a meeting last Friday at York, voted to push for increased student membership on the Senate. One member from each college, increasing as the number of colleges grows, and one member for each of Osgoode Law School, the Business School and the Graduate Programme is the objective.

At present the Senate has voted to accept five student members. If the senate rejects the idea of one student per college, and retains the present five member system, then Glendon will be assured one of these five memberships. Glendon president Park called the present system 'extremely tokenistic.'

Applications for this position opened yesterday and will close next week.

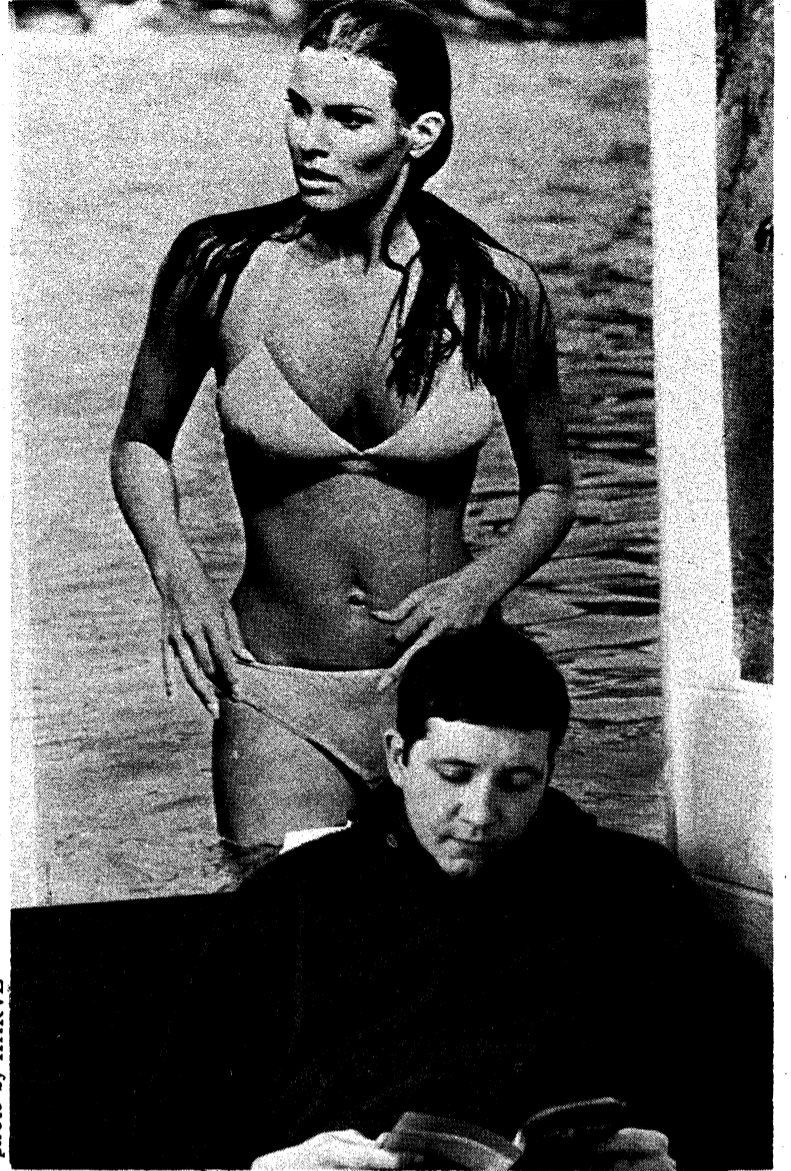


Photo by HARVE

That's what I'd like -- illustrated James Bond books.

McGaw leads new forum on Indians

By CHRIS THOMAS

'Since the beginning of the white man's reign on this continent, Indian life has undergone a steady deterioration. We virtually deported the natives of this country to small parcels of land (reserves) far away from the main streams of our civilization. Then we began from every side to assault their culture and way of life. Our tourist industries encroached on their hunting and fishing resources. . . Our churches undermined their religion.'

This is how the Director of the Toronto Labour Committee for Human Rights, Alan Borovoy, introduces the subject of Indian poverty in Canada. This physical and spiritual poverty is to be the subject of an extended Glendon Forum beginning this fall. The brainchild of Bob McGaw, the Indian Forum is to climax in a weekend conference at the end of October similar to the Quebec 8 conference, but will include a lead-up of films, speakers and discussions

beginning in Orientation Week and similar follow-up events throughout the academic year; McGaw hopes that the Forum may even give rise to social action programmes with the Indians, an area which Melissa Keddie is investigating.

One of the difficulties which has been encountered, especially by Dave Diplock, who is in charge of selecting speakers for the Forum, is the variety of opinions different experts have on the nature of Indian problems and on the best solutions to them. Do any 'experts' really exist? At this stage the committee is involved in opening up channels of communication with the Federal Dept. of Indian Affairs, the Indian-Eskimo Association, the Canadian Indian Youth Council, the CYC and other such agencies; and above all with Indians themselves, who are too often left out of the planning process.

The problems of the Canadian Indian and Eskimo go far deeper than the physical poverty that we read about in lurid magazine ar-

ticles: eighty-per-cent-of-Indian-homes-are-without-toilets; half-of-all-Indian-families - make - less - than - \$1000 - a - year.

But behind the economic tragedy lies the inability of our culture to meet another and totally different one on its own terms. None of the quantitative norms of our white society, such as money, time, (even sex) and distance, mean anything to the Indian unless they are of practical importance: an Indian never worries about being punctual, but he can be counted upon to be there at the last possible moment before a job has to be done. Our values, our language, our religion, and our education are irrelevant to the Indian and yet it has been the traditional policy of the white man's government to force them on him without a second thought. Assuming that the Indian could never survive unless we acclimatize him to our industrial and economic system, we have tried and failed to eliminate him by assimilating him.

Thus the Forum will attempt to question our present policies and our future courses with regard to education, religion, language, welfare, culture, and community development among the Indian and Eskimo peoples. In order to do this, the organizers of the Forum hope to invite as many as possible opinionated and articulate Indians to the conference and to expose their views to the white students of Glendon, York and Ontario high schools, to government officials and to visiting sociologists. Only when the Indian's voice is listened to in policy planning will new policies be accepted by him. Too often, hasty government planning and lack of coordination have diluted the Indian's bargaining power. It is in Indian-white communication that the Glendon Forum can have the biggest impact.

Final Honour Awards Banquet

presented by GLENDON COLLEGE STUDENT COUNCIL

Friday March 29, 1968

6:15 P.M.

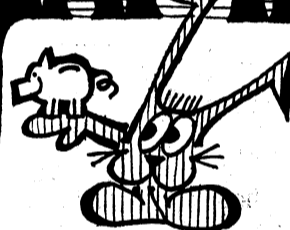
Day Students \$1.00

Residence Students .50

Ticket Sales Close March 27, 1968


Dance on Sat. March 30th.

LAPINETTE




did we ever tell you the story of how our lapinary compatriot tried to talk us into a special delivery system?

lappy ponders a placid pecuniary porker.



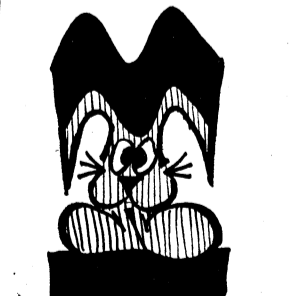
Well, lapinette likes the idea of piggy-banks, because there is something human about a piggy. so she proposed an arrangement where we would mail your cancelled True Chequing Account cheques back in pigs.

kind of a homey touch we had to admit.




Well, goodness knows, we try. so we have decided to give it the old campusbank run-it-into-an-account-and-see-if-it-earns-any-interest.

we hope that she is not overly upset by our proposed modification.



but we have to modify it a bit, because there aren't enough pigbanks to do justice to lappy's scheme. but if our plan works out, you can sort of pretend.

but it all hinges on our succeeding in talking the royal mail into painting their trucks pink.



campusbank

HOME FOR WANTED MONIES & LOANS

bayview & hillside ave. branch
j.h. mather, manager

there are 90 branches in Toronto, all of them are very friendly

PRO TEM Faculty Critique:

An underdeveloped start in a depressed area.

By TERRY FOWLER

Dept. of Political Science

The editors took an irresponsible attitude toward the evaluation of professors they printed a couple of weeks ago. They protested that they were printing the results of a bad poll in order to start people thinking about running a good one. This is difficult to swallow, for several reasons:

1. They are responsible for what goes in their paper and they knew, regardless of their protests to the contrary, that almost everybody would interpret them in one way or another (in fact, even they set about interpreting the results a little further along in the editorial presented with the critique.)

2. Objectively, it cannot be denied that the ratings have some elements of validity, as difficult as it might be to unravel them. If a professor uniformly received a 5 on 'communicativeness' it is reasonable to conclude he is commendably lucid.

3. Most important, there are analogies to the editors' irresponsible argument for much more momentous issues--that is why their attitude is a dangerous one. It is a simple example of subordinating the means to the ends, a tactic which is not always advisable. 'We'll just do a lousy job with the resources they've given us so they'll give us more in the future', and 'We're killing people in Vietnam to show communists that it doesn't pay to kill.' Perhaps the most telling analogy is to the judicial process, where preliminary investigatory hearings are never published to protect the rights of the defendant.

CATEGORIES ILL-DEFINED

The purpose of this brief report is twofold: to summarize the most glaring faults of the critique, and to report on some internal relationships which were found (or not found.)

Most observers seemed to agree that the 208 respondents did not constitute a random sample of Glendon students. To be sure, it did not; however, as with all such samples, one never really knows which non-random factor is at work, and thus one never knows how the nonrandomness might affect the results. For instance, it could be argued that only the intensely interested filled out forms. Yet this would not change the average -- as long as those who were intensely unhappy weren't overrepresented. Even if they were, the relative position of professors with respect to each other would not change with a perfectly random sample. Their ratings would simply move somewhat higher on the rather arbitrary five point scale, the extremes of which could never be very well-defined. Also, the fact that mostly first and second year students answered the

poll need not harm any conclusions drawn from analysis of the data. So I find it difficult to take too seriously the charge that the sample was nonrandom, simply because it need not have much effect on interpretation. This point should be made: it would be stupid to generalize at will from the sample to all Glendon students, since we are not sure in what ways the sample is unrepresentative.

A second charge is much more serious, because it could have been rectified with relatively little effort. Three of the evaluation categories are so illdefined as to be useless:

'student interest in the subject': does this mean interest the student has in the subject regardless of the professor, or interest that he has because of the professor? Obviously this is a crucial distinction.

'assessment of personal relationship with professor': does this mean lots of non-classroom contact, or non-classroom contact which is friendly, or a case of 'we seem to get along pretty well in class'?

'overall assessment' what does this mean?

These difficulties could have been easily avoided with slightly more careful wording.

ANALYSIS DISAPPOINTING

Third, although the editors have rightfully suggested that it is hardly their function to run surveys, they could have saved themselves a lot of work with just a few of the modern tools of data analysis. The use of a key punch, a counter-sorter, and a computer would not only have shortened their task of figuring out each professor's rating; they could have done many more things with the data as well.

Fourth, they should have asked someone to do a full-scale analysis of the data--not me, you know, someone on their side. The ratings would have been much more meaningful in light of some secondary relationships between the ratings and characteristics of the professors.

Exploring some of these secondary relationships is what I attempted to do. With the persistent and unselfish help of Rosalie Nousiainen, the political science secretary, I established an index measuring the number of students each professor faced per hour of his teaching load. In other words, if he had nothing but seminars, he might face only an average of 10 to 12 students. Other teachers, who combine teaching seminars with lecturing to large groups, might have an average as high as 50 or 100.

My purpose in constructing this index was to see first, if a teacher's ratings in general varied with the size of his classes and second, if in particular the assessment of personal relationship (whatever that

meant) was negatively related to class size. Presumably, the larger the class, the less chance a professor has of cultivating personal relationships with his students.

The results of the analysis were disappointing. No relationships were found between the index and any of the ratings a professor received. This indicates either the inadequacy of the data, or that size of class is not, after all, too important to the professor's impact on the learning process (although it might well have an affect independent of the professor), or both of these.

SOME IMPORTANT NONFINDINGS

Not even the personal relationship rating was affected by the index of class size. More significantly, it had no relationship to the students' evaluation of the communicative effectiveness of the professor. It seems difficult to assume that most students would hold the size of the class 'constant' in their mind as they gauged their teachers. This result, coupled with the previous one concerning class size, should serve as an important warning to many of us who glorify the small class. Many reformers are convinced that in the small class lies the salvation of higher education. The subjective feeling of many at Glendon is that our experience has not overwhelmingly confirmed the validity of this principle. The results of the faculty critique lend some objective support to the subjective evaluation. The fact is probably that some teachers work better as lecturers, some as seminar leaders. Students have similar predilections.

One other nonfinding should be reported. There was no relationship between respect for the professor as

a scholar and student interest in the subject. This is probably because of a number of different factors at work. Some students interested in the subject anyway may actually consider themselves better informed than their teachers, while simultaneously others with equal initial interest have a respect for the teacher's additional formal training in the field. Perhaps the ideal does in fact occur--students do not let their own interests in subject affect their regard for their teacher's scholarship.

ONE INTERESTING RELATIONSHIP

Two interesting relationships were found, however, in the data. First, there are 17 professors whose teaching responsibilities include more than 50 per cent non-compulsory courses (compulsory courses being defined as the first and second year courses in English, French, Social Science, Humanities, and Modes). My own experience led me to believe that students who have chosen a course of their own free will are more likely to be favorable to the professor, than students who are forced to take a course they instinctively do not like.

Now, the 17 professors who teach relatively fewer of these required courses may well have been selected on the basis of their superior talent and communicativeness to teach upper level courses. And in fact, they got significantly higher ratings with respect to communicativeness and student interest in the subject (they were only somewhat high on scholarship ratings). It is extremely difficult to unravel whether these professors get higher rating because they get 'better courses' to teach or whether they are better in the first place. What is important, I think, is that departments

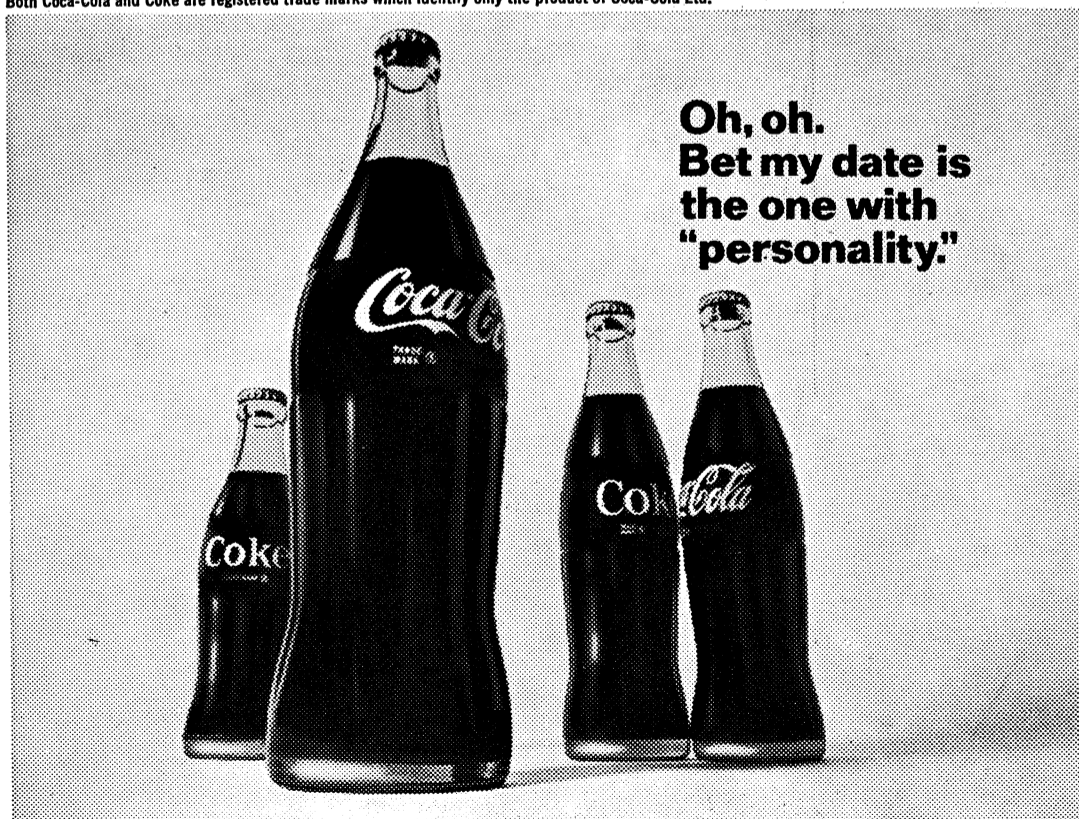
may not put their best talent into teaching first and second year students if they use it on third and fourth year students. The result could be less exciting first year and second year courses, and less excited first and second year students.

ANOTHER INTERESTING RELATIONSHIP

The second finding of significance is that students' ratings for a professor's communicativeness and for his scholarship were related to each other, although the original table exhibits some individuals who are obstinate counterexamples to this tendency. There is no agreement among scholars themselves whether the high calibre intellectual should be vilified for his lack of communicativeness, as long as he is making highly original contributions to his field. Certainly we know it is possible for great thinkers to be models of clarity as well. But I see this relationship as some evidence of a tendency among students -- especially recently out of high school -- to admire the well-organized and easily digested lecture and to recoil from difficult and challenging ideas presented in a conscientious but complex way.

I should not end this on a hostile note, because I feel evaluations of courses and perhaps, professors, are in general as useful to the professor as to the student. My conclusion was that the data were adequate enough to try some crude analysis, and the findings should not be summarily dismissed. I am sure students and professors will disagree with my interpretations of the data. However, the lack of relationship among several of the variables should discourage people from talking too glibly about the rights and wrongs of education at Glendon College.

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Blind dates are a chance. But you can always depend on refreshing Coca-Cola for the taste you never get tired of. That's why things go better with Coke, after Coke, after Coke.



Whores and hypocrites (III)

SCHULTZ!

By RICK SCHULTZ

on politics

ESSAY/EXAM TIME

CONFLICT WITH SPRING WHICH ARRIVED TODAY
SWEAT BLOOD.

GLENDON HAS SWUNG BETWEEN TWO ZENITHS:
QUEBEC YEAR VIII
OCA PROTEST

GLENDON HAS SURVIVED THE PATHETIC
INTROSPECTION OF THE GLENDON
WEEKEND ERA.

GLENDON SUFFERED THROUGH THE INEVITABLY
INADEQUATE AND INEFFICIENT
GOLDSTEIN/COOLICAN/WHITELEY
ADMINISTRATION.

THE NEW COUNCIL WHICH WAS ACCLAIMED OR
ELECTED, DEPENDING UPON YOUR PREFERENCE,
HAS ALREADY STARTED TO JUSTIFY ITS EXISTENCE
AND WE MAY BE LUCKY NEXT YEAR.

IT LOOKS LIKE A FUN SUMMER ALREADY.

THIS WILL PROBABLY BE THE YEAR OF THE
BLOODY BLACK REVOLT IN THE SLUM/GHETTOES
OF americathebeautiful!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

THEY MAY GET LUCKY TOO.

THE YANKEE TV STATIONS, HOWEVER, WILL BE
bzzzzzzing WITH NEWS OF THE DEMOCRATIC
PROCESS IN LIVING COLOUR.

EVEN THE POWER AND GLORY OF vietnam WILL
BE PUSHED OFF THE BOOB-TUBE SCREEN AND
BACK INTO THE BATTLEGROUNDS.

IT WILL BE A GREAT SUMMER TO GO TOURING
IN THE CITIES OF NORTH AMERICA. YOU CAN
SEE 500,000 TEENYBOPPER/HIPPIES WITH MINDS
WRUNG OUT BY speed, PUSHED OUT BY
PARENTS, AND KICKED OUT OF THEIR
COMMUNITY BY SCHOLARS.

IT LOOKS LIKE A FUN SUMMER ALREADY.

MOST STUDENTS WILL RETURN TO GLENDON
NEXT YEAR STILL niggers.

MOST PROFESSORS WILL RETURN NEXT YEAR
STILL chickenshits.

PASS INTO SECOND, THIRD, OR FOURTH YEAR
OR GRADUATE. THAT'S IMPORTANT.

GLENDON HAS WON THE RIGHT TO EXIST AS AN
INSTITUTION THIS PAST YEAR. NEXT YEAR IT
MUST BEGIN TO BREATHE. THE IDEA THAT POLITICS
MUST EXIST AT GLENDON FOR ITS OWN SAKE
MUST BE DISPROVED TO TOO MANY STUDENT
POLITICIANS. POLITICS MUST BE EMPLOYED AT THE
COLLEGE FOR THE SOLE PURPOSE OF IMPROVING
OUR LEARNING PROCESSES. THIS MUST BE THE AIM
OF EVERY STUDENT WHO WAS ELECTED TO
FACULTY COUNCIL LAST TUESDAY.

OH YES, YOU CAN SHARE A ONE-BEDROOM APT.
WITH SOMEONE FOR \$200 LESS THAN A SINGLE
ROOM IN RESIDENCE; AND THAT INCLUDES FOOD
AND A SAUNA.

happy spring summer and make lots of money.....

ABOVE ALL . . .
FOODS OF FRANCE

'Politics involves persuasion, the swaying of minds, the thrust of debate, the scoring of points; it is the art of the possible.' This definition of 'politics' is taken from a study paper on 'Student Participation in University Government' prepared for the Committee of Presidents of Ontario Universities. It is a definition that is accepted by many people, students, professors and administrators alike. It is a definition that I personally reject. My rejection has been the basis of my criticism of a number of the issues involving students and university government over the past year.

Politics, as someone must have said, is not the art of the possible; it is the art of making the impossible possible. How is this relevant to students and university government? To answer this, one must first define the purposes of the university. My definition is similar to that of Christian Bay who argues that one of the main purposes of a university is education, 'that is, liberation of students from irrational fears and prejudices; from ignorance; from conformity pressures. A university must free its students to acquire the freedom to choose their own values, commitments, and appropriate styles of life. A university must educate its students, not polish them. A university must help students develop skills that are useful and valuable to them as growing individuals and not just to corporations or governments.' Please notice I did not say that a university must of necessity change students. Some change is inevitable but the main aim is to liberate not produce duplicates, be they entrepreneurs or social activists.

What role does 'politics' play in this process of liberation, of education. Politics should promote and foster the goals of the university. But to do so, politics cannot be seen as only 'the scoring of points.' 'Politics is not just for the neurotic, the popularity-hounds or the sandbox-politicians. Politics should help to create; not just to serve. Politics should involve people as creators, not as objects to be served; as originators, not as end products to be polished.

Faculty, administrators and even student

politicians have been telling in varying degrees that students whenever 'participation' comes up that 'you shall participate just as we please, as much as we please, and in the direction which we please. You are to take charge of some details without aspiring to guide the system; you are to work in darkness; and afterwards you may judge our work by results.' Such is the philosophy of politicians by their professors, administrators or students who see politics as power alone or as 'scoring points.'

Such is the philosophy of those who tell students they must judge a world they never made. Thus the mass of students shun and scorn 'politics', thus they become in some people's distorted and little minds 'alienated and apathetic.' They are alienated only from these little games that some play and force on them. Better the students remain passive spectators than dependent actors.

Politics must serve the educational goals of Glendon College; it must aid in the liberation of students. Politics must create an environment that awakens and directs what someone has called 'the vague impulse' of responsibility. But responsibility must be conceived in active terms. It must not be defined solely or primarily in terms of 'damage done'. Politics serves to help students see themselves as responsible because they are active creators; because they do and are not just done to.

Glendon College is devoted to 'public affairs'. I hope that does not mean that Glendon College will produce public technicians, public plumbers. I hope Glendon College liberates its students so that 'whatever their walks of life', they will realize that politics is not only the home of 'elected garbage-collectors and cage-tenders'. Politics is the home of those who are free; free to act, free to choose. Then the 'politician', be he (or her), housewife, painter, poet or elected official will be an actor. As a wise young lady once suggested to me, the politician like the poet should not only be free of the context but always creating it.

Thus endeth the final lesson.

GOALS

By MURRAY COOLICAN

ramble on

By rights, a column written in the last issue of the year should review some of the events of that year. But, in keeping with my radical and anti-traditional philosophy with which you are all acquainted, I'm sure, I will not review the events of the past year.

Just imagine . . . if only the student council could talk . . . What would it say? . . .

'I'm the student council--remember me--I've been hiding from my students lately or have they been hiding from me. The answer is exams. At any rate, I did a great job for the students at OCA. So, for now I have disappeared. Some students have talked about my taking action or stating my position on the residence fee hike. But they don't realize that my friend residence council, should do that job. After all, only the residence students are concerned. Therefore, residence council or the residence students should act. What logic! I should turn that into a philosophy. And besides, OCA left me exhausted.'

Maybe I should get out of the political sphere? I should start a gossip column. Nothing happened politically at Glendon but we are never short of gossip. Here goes nothing . . .

When asked on Monday if Mr Reid had returned from his triumphal tour of Eur-

ope, Andres B. Graham, the vice-president of the student council, former chairman of the Glendon Forum and member of the C House elite (both Wood and Hilliard) said: 'He has returned but they cannot find him.' I certainly wish 'they' good luck in their search.

--Big Daddy Gardner and That King Cole announced that Stanfield and Douglas, respectively, thought that Trudeau would not win the leadership--please.

--During the recent gold crisis the Conservative Party announced that if there was a depression, Bob 'Baby' Stanfield would be the man for the country. He was Premier of a depressed area for 10 years, they said.

--Bob Waller is not for real--please.

--It was rumoured yesterday from reliable sources which will go un-named that PROTEM is not an agent of social change.

--The R & W will be holding a dance on March 29th. President Park has announced that he will attend. His partner for the evening has not been announced. As we go to press I am still waiting for announcements from other members of the college elite.

--I tried to get some juicy tid-bits about the cast party after 'tis pity, etc.' but memories were poor.

If you collect any gossip over the summer please send it in to Protem for our first Fall issue.

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pro-tem

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Telephone #87-6136

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 council or the university administration. PRO TEM is a member of Canadian University Press and an agent of social change.



THIS IS AMERICA

NEGROES USING GANG RAPE TO PUNISH WHITE GIRLS



The material appearing on this page was taken from a monthly publication - The Thunderbolt. It is published in Savannah Ga. by Dr. Edward R. Fields who is also the editor of this journal.

As its slogan the magazine uses the following: "Workers and farmers, fight communism and race mixing. Read The Thunderbolt."

Attacks against White people by negroes have been traced to a new shocking motive. As the 'Hate-Whitey' Black Power movement grows so does vicious street assaults against White people. Recently police have been reporting a dangerous increase in street crime.

They have discovered that beatings, stabbings, muggings

and even rape is now administered to innocent White people as a form of punishment. Police say that often robbery is not the reason for the attack. Negroes are quoted as cursing their victims as "filthy White devils". "Let this be a lesson to you White trash" etc., etc., and other more vile epithets.

One of the most shocking cases to date occurred on Dec. 6th in broad day light in Washington D.C.

TWO AND A HALF HOUR RAPE

Washington police say the Nov. 15 attack was one of the most brutal gang rapes ever encountered here. The victim was a 21 year old newlywed. She has arrived home from work and was parking her car next to a church, around the corner from where she lived. She then said that three negro youths came along and banged

on the windows of her car saying: "Come on out, we wanna have some fun". She told the detectives she was frightened and locked the car's doors. The youths then left, walking up the ally behind the Incarnation church. She then got out of the car and started to walk to her apartment a half block away.

Suddenly the two negroes ran out from behind the church, at 1813 Monroe St. they dragged her to a stairway and down into the basement of the church. Rev. William A. Wendt (a White Liberal) had been allowing the basement of the church to be used as a recreation place for a negro group called "The Power-house Gang". Everyone in the neighborhood was afraid of them.

Down in the dark cellar the stunned girl could see nothing except the lit cigarettes of the youths standing around her. On the wall of the Church basement she saw a sign which read "Kill or be Killed." One youth then stuffed a cloth over her mouth and removed her watch and wedding rings. Another negro blindfolded her and four of them held down on a mattress on the floor. Then they methodically took turns raping her, from their voices she could tell some raped her more than once. Sometimes they would then force her to her knees, remove the gag and make her perform perverted acts upon each other. At the same time they would curse her and the White race. "We're teaching you what Black Power really is you fighty White whore". Their bitter hatred for the White race showed forth with cries of "White devils will learn that Black Power in running this country". The sobbing girl told police that she was forced

to have intercourse 30 or more times with 15 to 20 negro youths.

When they finished with her two and a half hours later they helped her up the stairs out of the church basement, still blindfolded. She thought she was finally free, but they took her down into another basement across the ally where four of their negro friends were waiting. Once again she went through the ordeal of forced submission and the vile and filthy anti-White cursing.

Finally, she was released and limped out of the basement. They called out to her, "Don't report this or we will come and get you again." At home her husband had already reported her disappearance to the police. In a state of shock himself, he rushed his bride to D.C. General Hospital. There she was treated with anti-V.D. shots and her cuts and bruises bandaged.

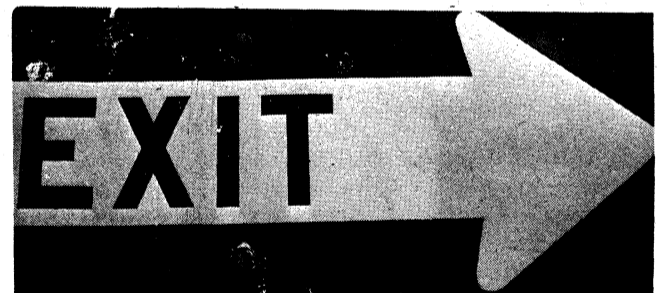
The next day three youths were arrested after being identified from pictures. These were the ones who dragged her down to the basement. One of them was only 16 years old, another Earl E. Ball, Jr. was 20 and his half-brother Melvin A. Harper, 22, both of 3339 17th st., N.W., Washington, D.C. Other suspects were being sought. Police also ordered the church to close its basement as a meeting place for negro gangs.

"CHICAGO TRIBUNE" COMMENTS

Walter Trohan writing in the "Chicago Tribune" commented that this vicious gang rape was purely a result of a extreme hatred for the White race. He said the negro youths expressed the view that this was their way of "punishing" this young White girl for being White. Trohan said that more and more attack and rape cases have a motive, the idea of "getting even with the White Race."

As this terror in the streets grows, White people must unite to protect their wives and daughters. It is the duty of all White men to protect all White women from attack. That was the feeling of our forefathers during the Black Power Reconstruction era, in those days, everytime a negro attacked a White woman there was swift retaliation and the guilty parties were quickly hanged. Today Marxistliberal judges hand down light sentences or even place on probation vicious negro thugs who will soon attack White people in the street again. The time has come for the average citizen to take up arms and protect himself, and our White women. This is exactly what is being done in the major cities.

Reprinted from The Georgian



Want Dangerous New changes in Immigration

In 1965 the most sweeping changes in the immigration laws ever passed went into the effect. The major provisions were to allow a tremendous jump in negro and Asiatic immigration and to cut down on white immigration. (As if our country was not already overloaded with these dangerous aliens.)

One part of the bill provided for UNLIMITED immigration from South America. That part of the world is experiencing the fastest birth rate the history of mankind has ever seen. Lyndon Johnson argued that we should help them alleviate their overcrowded conditions by allowing no limit to immigration from Latin America. Congress finally compromised and said they could agree to the additional negro and Asiatic immigration if LBJ would agree to clamping a ceiling on immigration from South America on July 1, 1968. This date is now fast approaching.

Liberals have now announced they would like to renege on this agreement. Sen. Edward Kennedy, Chairman of the Senate subcommittee on immigration and the Jew Rep. Emmanuel Celler, Chairman of the House Judiciary Committee, have requested that the July 1 cut off of South American immigration be extended indefinitely. The cutoff does not stop all immigration from South America, it merely gives those nations a quota of 75,000 per year. Why should population - exploding South America be allowed to flood the United States with its millions of non-White, mostly mongrelized people.

The reason is clear to students of the minority political machine.

Lyndon Johnson, Katzenbach, Goldberg and the rest of that fanatical anti-White gang want to bring in so many non-

White immigrants that their rule over America will be assured for all time to come.

HOLD BACK THE FLOODGATES

At present untold hundreds of thousands of South Americans are coming to America, 50,000 a year or more from Mexico alone. The new law going into effect will cut this down to a total of about 75,000 from all of South America (Which is still too many).

Sen. Edward Kennedy states: "We need to perfect the reforms initiated in the immigration act of 1965. These inequities must be removed."

We of the NSRP says that the Kennedy's proposed changes place inequities upon the White working class Christian majority in America. We are the ones who must be taxed to death to support these non-Whites who move here to go on welfare. Let's one and all write our Congressman and Senator to oppose any move to lift the July 1 cutoff date for unlimited South American immigration. LBJ says that he fears that this might hurt the feelings of our South American neighbours. He should begin worrying about the feelings of we poor Americans who must work day and night to pay the taxes to feed them after they get here. Many White countries in Europe have had their immigration quotas to America cut back to make room, for negroes Asiatics and South Americans. The stock which created this land, our ancestors are being deprived of the right to immigrate here, so that sub-humans can move in. The time has come to put an end to these acts of subversion and treason against our people by traitors in high office. Let's support the good work the NSRP and fight to take back our nation for our own kind of people-- THE WHITE CHRISTIAN MAJORITY.

young child more awake than many adults

Editor,
The Thunderbolt
Dear Sir:

I am 9 years, 10 months old but know that negroes and Jews are trying to rule Christians. L.B.J. and other communist leaders want us to worship them, not the true God.

I hope you and the Christians succeed in changing sinners to Christians.

Yours truly,
Vicky L. Adams
P.O. Box 454
Benson, N. C.

(God bless the parents of this little girl, they have certainly done a wonderful job in raising her.)

LETTERS TO THE EDITOR

SAYS THUNDERBOLT HAS THE ANSWER

Editor,
The Thunderbolt
Dear Sir:

Your latest Thunderbolt is one of the few most valuable if not THE MOST VALUABLE PUBLICATION PUBLISHED IN THIS COUNTRY.

If everyone took and read this great paper, every citizen would become a CHRISTIAN AND AN AMERICAN.

I have spent upwards of \$7,000.00 of my own money in various phases of the work and fighting against Jew Communism. And now, I am in a RestHome and have very little left to live on. In 1960, I sold all my property (two houses for \$7,500.) and most of that is spent in the fighting. (IN the \$7,000 I quoted above).

Through most of the years, I have been working and writing for having the Government bear the expense in 8 or 10 billions for helping the Negroes all to be sent to Africa. We can't afford to let them stay here as they are causing the Whites to commit race suicide.

I am 87 now and crippled in my right foot and don't have much money left. But I enclose my check for \$7.00 for you to send me \$2.00 worth of copies of this October 1967 issue which I can use for distribution. And the remaining \$5.00 keep that for you to promote the distribution of this October number of the Thunderbolt.

C.R.W.
Oswego, Oregon

Behold the way, my children, for it is written

By JIM WESTON Student Council / External Affairs

Academic freedom is older than the civil freedom of speech. It has been the coveted possession of academics for centuries.

Yet what it is and what it isn't, where it begins and where it ends have never been definitely defined. Discussions of academic freedom are invariably a polemicist's paradise.

I would submit here that academic freedom is the shared possession of both faculty and students. Academic freedom is the freedom both to teach and learn.

Academic freedom then belongs to all members of the academic community, the primary purpose of which is education. The purpose of education is the expansion of the intellect and creative ability of the individual. The principle goal of education is to serve society by develop-

ing the full potential of all citizens as free, creative, thinking, and acting human beings, says the Declaration of the Canadian Student.

This goal can be realized only in a community of academic freedom.

Academic freedom implies a freedom from outside intervention and pressure. Members of an academic community can create only if they can follow their own lights wherever they, in their brilliance, may lead.

But is not the academic community, in fact, denying its freedom today by welcoming the demands of the outside world?

At Windsor the university president bows to the pressure of donors to indulge in an irresponsible display of prudery in public. He fires the student newspaper's editors for publishing an ar-

ticle calling students second-class citizens - niggers. Someone asks: 'What would happen if next time the same donors don't like what a prof is teaching in political science?'

At Western a student is arrested for possessing marijuana. The court says it won't send him to gaol if the university promises to expel him. The university agrees and does.

A student is filling out an application form. 'University _____ Degree _____ Major _____,' it says. Perhaps it is this last which is the most dangerous. The university is teaching what today's corporations demand it teach.

Freely thinking human beings are not welcome in an organization which insists on doing things 'the proper way'.

Therefore the educational system instills in its structure a willingness to accept authority, a distaste to criticize superiors any more than superficially, and a desire to get as much formal education as possible in order to fit into the well-paid upper levels of society.

Many students believe that as long as they act towards authority as they have been taught to (i.e. they con those in power) they are relatively free in relation to their peers and their own desires. They must turn themselves into a worthwhile mass commodity, so they engage in a self-destructive process at university.

Students and teachers need to work together in a spirit of democratic equality to plan their inquiry into wisdom and knowledge. They cannot allow an impersonal

attitude to dominate their community; their commitment to the individual must lead them to be constructive but critical members of society.

For the academic community to make such a change, the general community will have to be persuaded that its best interests are served by a truly free academic community. Academic freedom should be seen not as the privilege of teachers and professors, but as an insurance to society that its members are growing up with the independent, critical ability to cope with the responsibilities of living in a democracy.

Otherwise, our universities may be characterized, as was Berkeley in 1964, as 'impressive assemblages of scholars but uneven and indifferent schools.'

Thoughts on turtlenecks, A.F., and other cliches

By TONY TILLY

Student Faculty / Council Member

Not so long ago, I was thinking about buying a white turtleneck sweater. After all, they were the 'in' thing, the symbol of smart sophistication in our affluent society. Yet now I'm extremely glad I didn't. For the white turtleneck sweater, like every passing fashion, is going out. Yes, as one of the minority of those who do

not own a white turtleneck sweater, I can again face myself and friends with the assurance that I am not a social outcast.

But now I am faced with a problem of equal, nay, greater urgency. Short weeks ago I would have been glad to have to face this situation. Now, I am panic-stricken. For I must write an essay on academic freedom.

'Oh no' gasped my friends, 'what will you do? What could you possibly say? After all, it's a cliché, and what's more a dead issue!' Then, shaking their heads, they walked away, leaving me alone and afraid.

Yet I must press on. The beads of perspiration stand out on my young but wrinkled brow. So in order to save myself from at least some of the embarrass-

ment, and to relieve the reader of the same, I will from here on use the letters A.F. in lieu of those hackneyed, trite words, academic freedom (shudder!)

And as I ponder my dilemma, I wonder how A.F. so recently on everybody's lips, passed out of favour. And I think of my wise friends who are probably chuckling quietly while I face my task. Yes, they were right. A.F. is a cliché and a dead issue.

But how did it become a cliché? Well, I suppose it was overwork. We heard it, read it, and said it just too many times. And now it must join its confrères, 'meaningful dialogue', 'academic community', and 'apathetic day student' in that great lexical set in the sky. Yet I'd better not dwell on this painful subject.

I asked several people what they thought about A.F. Outside of the usual groans, grimaces, and one 'Is it snowing?' I received very few of the eloquent replies we have come to expect.

Then perhaps A.F. as a slogan and goal was never really alive at Glendon. It only forced itself into our vocabulary from outside.

Does this mean that A.F. has no meaning to us other than the right to smile nonchalantly and with a clear conscience at the professor whose class we have just missed?

Actually, I think the puzzled responses are very encouraging. They don't mean that the average Glendon student doesn't care about A.F.; they show that he takes it for granted. The democratic process is taken so much for granted that in effect, we don't realize how lucky we are. Similarly, I think it is a compliment to Glendon College to say that A.F. is a cliché or a dead issue.

But all this hasn't taken us any closer to a definition of A.F. So we must look elsewhere. Upon doing so, it becomes obvious that A.F. is an issue only when other freedoms, which we also take for granted, do not exist. Such a situation can be

found in a right wing or fascist state. When the individual is subordinated to the state, the basic freedoms are denied. The university becomes a dangerous institution, because it deals with ideas. And then A.F. becomes an issue. And as the university claims to be one of the strong-holds of freedom of speech and thought, it is a vital one.

All this is quite removed from our rather comfortable position at Glendon. And that is why when A.F. is an issue, we find it sounds odd and embarrassing.

Many students at the beginning of the confrontation at OCA were bewildered, wondering what all the fuss was about. Yet when they learned about the situation, marching for A.F. seemed a little more understandable.

We got over our initial embarrassment at concern over something we hadn't really understood, and we acted.

So perhaps my task is not all that grim. After all, A.F. is only a dead issue because we are fortunate enough to take it for granted, and it can actually be alive. The situation at OCA could easily be duplicated elsewhere.

But I must remember that it is an overworked cliché, better laid carefully to rest. And if I don't entirely avoid them I will be branded as a dogmatic student talking in meaningless clichés. Yet there is still hope for me. Clichés aren't all that bad. No one ever talks without using them - it is impossible. And those who have a mortal fear of clichés never find better expressions anyway. And after all, every cliché must have an extreme importance at one time in order to have become one. Yes, indeed, (I say with head held high), where there's smoke, there's fire!

So I will be able to show myself after writing about A.F. And take heart all you whom I offended because you own white turtleneck sweaters! After all, if clichés have significance, and A.F. is destined to rise again, then perhaps, just perhaps..

Academic freedom: Spinoza to Glendon

authority. It is their values and ideals that are now taught in the public education system, and all other authorities must give way to theirs. Spinoza recognized both the mob and the prince as potential enemies of his freedom. Kant successfully challenged the prince; it remained for Darwin to challenge the people. Nowadays not even the decrees of the sovereign democracy of Tennessee can prevail against the opinion of the scientific community. Of course, the values of that community have such absolute authority precisely because of their non-political, academic character. But the authority of individual experts is appealed to in support of every different policy for which its adherents hope to obtain serious political consideration.

On the other hand, the knowledge produced by the new scientific Academy is, to a large and ever-increasing extent, practical in character. That is to say, it tends to enlarge the range of things that men can do, or to simplify and facilitate what they can already do laboriously. This increase in the possibilities for deliberate choice--and the corresponding increase in what can be brought about by impulse, inadvertently, or by accident--is something whose inherent dangers no political community can afford to overlook.

Thus the academic is drawn into the political sphere in three ways: he comes as a client seeking economic support (and competing for it with other academics); he is invoked as an authority (again in competition with other academics); and he is arraigned for his irresponsible indifference, both to the urgent practical problems upon which his researches have no bearing, and to the practical problems which a successful outcome for his inquiries so often engenders.

No simple solution to this problem of conciliation between the theoretical ideals of the Academy and the practical neces-

that the professors have been compelled to turn politicians: there must be no confusion of the values that are the ends of rational inquiry with those that are the ends of political deliberation. Thus, for example, the professor is an 'employee' of the State; but the institution of 'academic tenure' makes the employee's relation hardly more than a legal fiction unless he fails or ceases in some patently obvious way to act as a professor should.

Having thus set Spinoza's fears at rest it would be the most grievous stupidity for academics to begin thinking in terms of such relations as employer/employee (as students sometimes do) or lord/serf (as professors sometimes do). The University is a political institution within a larger complex of political institutions, and as such it has to have a structure of authority and a machinery for communal deliberation and decision. But its political function is to preserve 'academic freedom', that is, to make possible a kind of community in which there is no structure of political authority at all. The more we contemplate this non-political end, the more we shall recognize the futility and irrelevance of most analogies drawn from the general political experience of our society.

Once we realize that political authority is something that academics are bound as academics to bear and to shun, we are bound to suspect such simple slogans as 'the University is a democracy' or 'an aristocracy' or 'a dictatorship of intellectuals'. One of the results of the revolution that took place between Spinoza and Darwin is a marked change in the academic temper. It is a mark of the rational investigator nowadays that he is tentative and experimental, he moves one step at a time and is not overconfident about the results he has achieved. Surely the only sensible policy for all who care about academic freedom is to approach the problem of academic authority in this way, studying each problem as it arises, and solving it as 'academically' as possible (i.e. by the achievement of rational consensus).

Academic Freedom Academic Freedom Academic Freedom Academic Freedom Academic Freedom

Academic Freedom Academic Freedom Academic Freedom Academic Freedom Academic Freedom

The financial crisis of American education

By K.S. SNIDER
Dept. of Philosophy

'Fusion', or 'fission', aptly summarizes the dominant impression of the 23rd National Conference on Higher Education, held in Chicago March 3-6. The conference, the theme of which was 'Stress and Campus Response', was sponsored by the American Association for Higher Education, a department of the National Education Association, the U.S.'s powerful education lobby. Although the AAHE is billed as an organization for all those who are involved in higher education, its membership is drawn mainly from the administrative segment of universities and colleges. Perhaps this is why it was difficult to distinguish the delegates to the AAHE Conference from those attending a conference of telephone executives at the huge Conrad Hilton hotel.

The conference early resolved itself into a consideration of the clash of values between the university and government, and the clash of values within the university. The interdependence of these was emphasized by Ro-

ger W. Heyns, Chancellor of the University of California at Berkeley, when he pointed out that one aspect of the university's response to external pressures upon it from government and society was a corresponding build-up of internal pressures. Groups within the university demand more from each other: the faculty demand more and more work from the students; the students demand a greater commitment from the faculty. Hence, he claimed, the university is in increasing danger of dissolution and ineffectuality against attempts of the government to use it for its own ends. It must develop positive responses to pressure from outside. Heyns' method of meeting the danger of fission was fusion.

The principal resistance to change and adaptation within the university, he asserted, results from the fact that it possesses a more complex and diffuse authority structure than does any other institution. It is this diffusion of authority, he claimed, that leads to student charges of unfeeling bureaucracy and to a tendency of government

and society at large to accuse the university of inefficiency and irrelevance. Thus we must centralize authority, responsibility, and accountability in specific persons instead of in committees of vague and sometimes uninterested academics.

UNIVERSITY, A NATIONAL RESOURCE?

'Post-audit procedures' would monitor the administrators, with a major examination of policies and procedures every three years. This solution was criticized by another high-level administrator, John D. Millett, Chancellor of the Ohio Board of Regents, as 'you will decide what to do in a pinch, and then we will decide what you should have done'. And there were others—especially those from the California system—who felt deeply suspicious of any attempts to integrate a 'central fusion pattern' into the universities. Their suspicion was a reaction to speakers who emphasized the tendency towards coordination of the aims and operations of industry, government, and the university: 'The university and its members have become part of the nation's human and intellectual resources, justified as instruments of economic affluence and of a national purpose shaped elsewhere.'

The references to national purposes were calculated to stir up strong feelings. Over and over again, speakers emphasized the beleaguered position of the university in the United States. The increasing reliance even of private universities upon public funds exposes the university community to governmental policy decisions. First, the university is pressured to provide the kind of technological and ideological knowledge which will serve government ends. Second, governmental policy affects the universities in a matter that is of special relevance for Canadian institutions.

reach them. It is not often asked, if ever, what these goals are worth, or what other goals will be sacrificed. Hence, he claimed, the question of university finance and university-government relations was a question of values. There was a contrasting viewpoint in the frank question of a director of the Esso Educational Foundation that 'In Pentagon language, how are we to get the biggest bang for our buck, and therefore what evidences have we to present to the federal government, state legislatures, corporations, foundations, and individuals that we are really effective and efficient?'

It is in the interests of such efficiency that there has arisen in the U.S. the concept of 'the master plan for education development'. There are now 12 states with a single, state-wide governing board of public higher education. This means that vital decisions on the future and direction of higher education are made by off-campus centres of decision-making, staffed by men who have no direct involvement in the process of higher education.

CENTRAL FUSION OR 'RIOT U'

This is the spectre of a central fusion pattern (which may become a central fission pattern) for Ontario universities. Only last week, the Committee of Presidents of the Universities of Ontario issued a cry of complaint against the government's latest budget decisions. Having been pressured by the government into undertaking a 10 to 15-year plan of vast expansion, the universities suddenly find themselves holding the bag. The federal government has left the universities dependent entirely upon the provinces for operating grants; now the Ontario government has decided on a substantially smaller increase in the university grants than is necessary to continue the expansion plan. The argument is that there is only one pie, and that it must be divided up as equitably as possible.

The situation is analogous to the U.S. situation in that the universities will be submitted to increasing financial stress. They may respond in either of the two ways in which U.S. universities have responded. The Committee of Presidents, in a press statement on March 14, warned that the quality of education may drop, since staff-student ratios cannot be maintained. It is possible that student unrest over the depersonalization of instruction may lead to the fission pattern, like that described by a California professor as 'Riot U'.

He claimed that campus activists can, if they push it far enough, bring about complete collapse, since the entire basis of the university is a consensus, an agreement on means and ends, within the academic community. The university by its very nature is not able to defend itself against violence and refusal to compromise on the part of any of its elements. Explosion,

complete break-down may occur in California. It may occur in Ontario, too, although experts on the history of Canadian Education assure us that we are 10-15 years behind the U.S. in new developments.

THE NEW ADMINISTRATOR - RUTHLESS OR CREATIVE?

Canadian universities may also react to the new governmental pressures in another way—by developing central fusion patterns. Increasingly efficient administration and supervision of finances might satisfy the government that its investment was being well-guarded. To develop such a pattern, however, requires, as Heyns pointed out, a new conception of university administration, a retreat from the town-meeting pattern of decision-making by the faculty. And it requires a new breed of administrator. The Ontario delegates to the conference had the opportunity to meet such samples at the Centre for Higher Education at the University of Michigan, where we visited for two days after the conference. This centre awards graduate degrees in 'Higher Education' and trains administrators, scholars, and researchers in higher education.

The graduate students whom we met were leaving this spring to take up administrative posts across the U.S. And all the ones we met were chillingly competent. One could imagine them behind a desk at General Motors or Standard Oil. One told us with great glee how uncomfortable they had made a professor who they felt had not organized his course efficiently. In discussions on student problems, residences, teaching methods, one felt a quality of ruthlessness, of mental rigidity, which made one pity the vague, tweedy men whom they would manipulate. We were in the territory of the professional administrator. One almost felt that the only defense against them was to accept Heyns' plan, which was designed to overcome the Faculty Council's tendency to be 'too chaotic and subject to political manipulation'. If these administrators represented the central fusion pattern forecast for Ontario, one might prefer fission.

Thus far, Ontario has resisted, maintaining an atmosphere between faculty and administrator of mutual respect for the integrity and motives of each. Administrators have been drawn from academic personnel, but the main difficulty is that many have tended to regard the task as a tedious part-time function. Pressure on the universities of Ontario to spend the government's pittance efficiently will mount: we can either develop our own cut-throat efficiency-experts or find some way to recruit into the permanent administration of our universities people who can respond creatively to outside pressures and who yet have a truly scholarly background and academic commitment. Or we can continue to complain that the government doesn't appreciate us enough.

Poetry Read-In

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Michael Ondaatje
Bill Wilson
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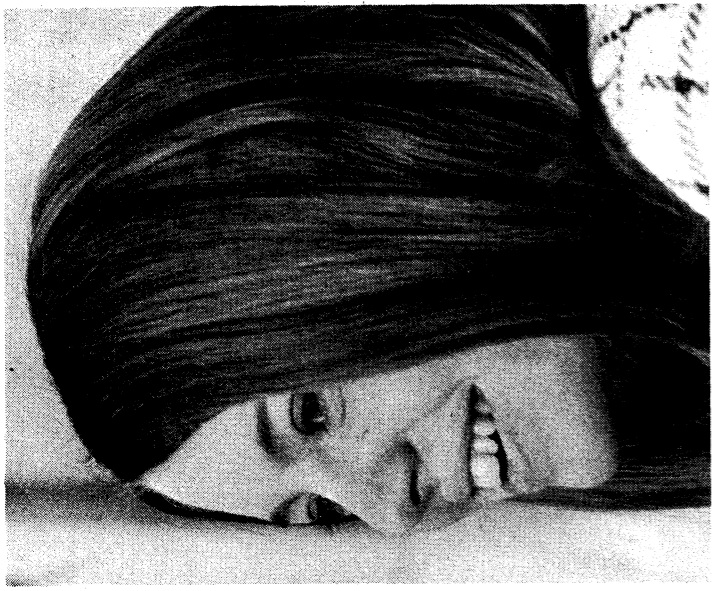
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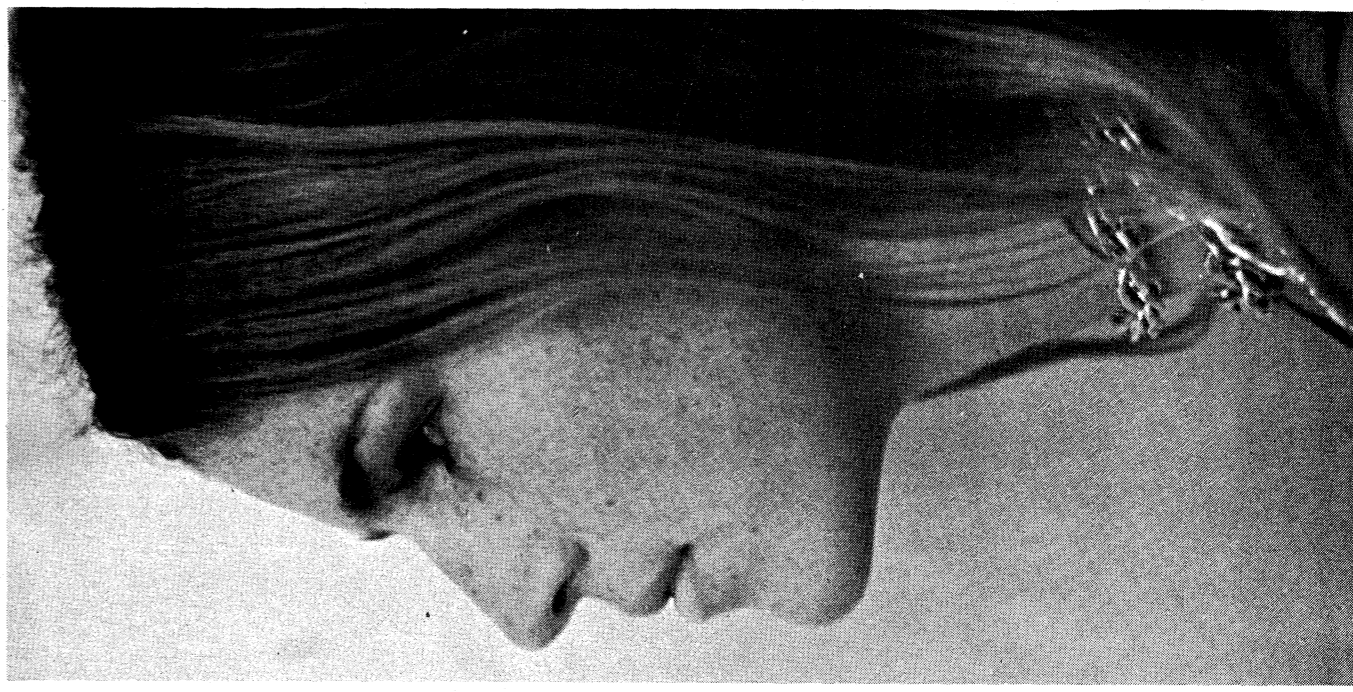
THE EFFECT OF VIETNAM

Bluntly put, the US federal government increasingly diverting to the war in Viet Nam funds which might be used for university development. This results in a financial situation for the universities which one speaker described as 'a policy of now-you-see-it-now-you-don't'. But the effect of the Viet Nam situation on the U.S. academic scene is far more than financial. Charles Frankel, the disillusioned former Assistant Secretary of State for Educational and Cultural Affairs, claimed that it has also affected the relation of students to their teachers, to grades, to their educational experience in general.

He posed the question of goals: 'The normal approach to these matters is to determine foreign policy goals and then to ask whether we have the wherewithal to



**Les
jeunes filles**



photos by HARVE

Gregory misses main theme

'Tis Pity' makes an erratically erotic hit.

By DAVID BEARD

The amateurs (the Glendon students) and the professional (Michael Gregory) combined to give a credible but misleading presentation of John Ford's 'Tis Pity She's a Whore' last Friday and Saturday night at Burton Auditorium.

Special mention should be made about the Make-up (Bill Chapman) and the sword handling (Bill Grieves) which were expertly executed. The music arranged and directed by William McCauley, effectively created the atmosphere of the period. The lighting, designed by Nicholas Ayre, seems impossible to justify either logically or artistically. This complicated pattern slowed down the tempo of the play.

The opening scene of the play revealed its decorative terms—a bare stage, fringed with symbolic red curtains. The tone of voice was established in this first scene. The Friar, Peter Stephens, and Giovanni, Mark Connors, are exchanging views on matters of morality. Unfortunately Mr. Stephens played this humanistic sympathetic Friar in a declamatory style. This caused the point, that Ford wanted to make, to be lost. It was not an accident that the play opens with the humanistic friar and closes with a corrupt cardinal. Ford attempted to present the problem of man's lust and corruption. Through contrasting the Friar and the Cardinal he showed that the church, like man, can make a choice.

The choice that man must make is redemption through the Blood of Christ and not

through revenge. This tone of voice that was established in the first scene was much too harsh. One of the main points that was also missed in this scene and through out the play was a sense of affection or love. The actors seemed afraid to touch each other. The horror of the corruption and revenge would have been more effectively revealed if this feeling of tenderness towards others could have been established. There was much too much shouting throughout the whole play.

As every political science student knows, the theaters were closed in 1642 when the Civil War began. 'Tis Pity was performed as late as 1639. The scene of the play is Parma, Italy, a safe distance for an English audience to view the nobles and the church in England. Ford merely used this distance to satisfy the Jacobean convention and to play it safe under a Catholic king.

In the next scene Grimaldi, Peter Small, and Vasques, John Taylor, are introduced and contrasted. Grimaldi, a corrupt nobleman, is protected by the Cardinal. Vasques, under the guise of duty, seeks revenge. Mr Small was outstanding in the role of the man who describes himself as, 'a Roman and a gentleman; one that have got mine honour with the expense of blood.' Florio, Len McHardy, and Donado, Terry Slater, are not noble men but a pair of citizens. They represent the practical merchant class. They are aware of the corruption in the church and the injustices it tolerates.

Florio points this out in his first speech, 'To vent the spleen of your (Grimaldi, Vasques) disordered bloods.' Mr McHardy and Mr Slater had the difficulty of portraying much older men. They handled the roles well, although Mr Slater could have put his point across to his nephew a little more gently.

Annabella, Gwen Frankton, and Putana, Lisa Herman, enter. Again Ford makes his point in this scene. Annabella is innocent; Putana is experienced and tolerant of the wrong things. Miss Herman also had the task of creating the role of a much older person. She accomplished this rather well, by suggesting, rather than imitating age.

Bergetto, Don Steinhouse, and Poggio, Don Fraser, provided the comic relief. Ford presents us with an innocent fool and a human servant. This pair suggest the ordinary man. Don Fraser gave an excellent performance in this role. Don Steinhouse tended to overwork his part. He succumbed to the temptation to play to the audience.

An actor should always resist the temptation to play to the audience, because audiences, generally speaking, have very poor taste. Saturday night's audience was no exception. Trained by television, they tend to think that each scene is an 'act' to be followed by applause. Of course it does not take too much insight to see the obvious; i.e. Florio: 'She swoons!'

The sub-plot is introduced when Richardetto, Ted Reed,

and Philotis, Trish Hardman, enter. This sub-plot introduces the theme of revenge. Richardetto, husband to Hippolita, Trish Nelligan, seeks revenge upon her and her past lover, Soranzo, Jeff Ramson. This revenge is motivated by actions in the past. This corruption is brought into the house of Florio and it changes the relationship between Hippolita and Soranzo the audience is introduced to the result of the lust that existed between Soranzo and Hippolita. Their relationship is the other side of the coin to Annabella's and Giovanni's. Soranzo argues his case against Hippolita, the witch. Giovanni argues his case against the Friar, a Christian. Annabella and Giovanni are undone by Soranzo and Vasques. Bergetto and Poggio, the innocents are victims of Richardetto's revenge. Grimaldi, who mistakenly murders Bergetto instead of Soranzo, is protected by the Cardinal. Both Florio and Donado and wronged. Hippolita is murdered by Vasques, and Putana is betrayed by him. The Friar leaves the city when he realizes that it has become utterly corrupt. Giovanni kills Annabella in revenge. Philotis retires to a convent, as Hippolita should have done after the 'death' of her husband.

The play appears to be about the incestuous relationship of Giovanni and Annabella, but it is about all questions of human morality. The deeper meaning is the problem of evil. Man's corruption is in his blood. If he obeys his emotions and rebels against Nature and God he brings chaos into society. Man can be saved by the blood of Christ. Ford showed that the innocent suffer; that the church is evil when man turns to revenge and materialism.

In the last scene of the play Giovanni's words should reveal to the audience in summary what they have seen in the play:

Here, here Soranzo trimmed in reeking blood,
That triumphs over death,
proud in the spoil
Of love and vengeance!
Fate, or all the powers
That guide the motions
of immortal souls,
Could not prevent me.

Unfortunately this last scene was not well handled. Giovanni should enter, according to Ford, with the heart on the point of a dagger. He does not suddenly reveal it for sensationalism. Vasques gives Giovanni his first wound, he does not kill Giovanni. Part of Vasques' villainy is shown by his employment of the Banditti. They do his dirty work. Giovanni

does not throw the heart. This too is sensationalism and unnecessary. When Giovanni delivers his last line, 'Freely to view my Annabella's face', he means he will see her in the after life. He does not look at her corpse draped over the balcony. This last line deepens the meaning of the play. What happened in the after life concerned the Jacobean audience rather strongly.

Outstanding performances were given by Miss Frankton, Miss Nelligan and Mr Reed. Miss Frankton's portrayal of Annabella was carefully controlled. Miss Nelligan commanded the stage by an intelligent and passionate delivery of her lines. Mr Reed understood his character and delivered his lines with a sensitivity and cadence that conveyed the hint that this play had possibilities as a great drama.

Mr Connors gave a credible performance, but he did not reveal that understanding of the text that gives the actor authority on the stage. When an actor does not understand clearly what he is saying, he gives the impression that the material is controlling him, rather than that he is controlling the material. His costume was unfortunate in that it reminded one of Hamlet.

Mr Taylor gave an enigmatic performance. It was difficult to understand why he used two accents in this one role. He also had a costume disadvantage. The strange cowboy outfit, with boots to match, seemed rather incongruous. Why his character was not more fully established at the beginning of the play is hard to understand. (He dominated the latter part of the play.) Mr Taylor also succumbed to the temptation of playing to the audience, i.e., 'bitch' This is not Ford.

Mr Ramson made a handsome nobleman and Miss Hardman a pretty niece. It is difficult to assess Mr Mekler's performance. Perhaps the best way to deal with it is to consider it as an in-joke.

Michael Gregory's direction failed to bring out the main issues of Ford's play. I am sure that many people will think that it is a poor play, but it is unfair to judge a playwright of Ford's dimension on this production of his play. Glendon College can see, in this production, the great possibilities of the future. With Mr Gregory there is little likelihood that Glendon will ever see a work that is not worth attention. In this production Glendon aimed high and although the first time it was not a bull's eye it was certainly 'on target.'

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ROSEMARY SODEN

sports

Will the four horsemen ride for York?

By NICK MARTIN

Against a blue-gray October sky, the four horsemen rode again. But their names were not fire, pestilence, disease, and famine, but Glendon, Founders, Vanier, and Winters (apologies to Grantland Rice). Last Tuesday York took the first tentative step toward establishing a varsity football program, but there's still a lot of problems to be solved before we start establishing our legends of the four horsemen, George Gipp, and Knute Rockne. Some 50 football players turned out at a meeting held at Tait-Mackenzie Fieldhouse to discuss the prospects with Dr Bryce Taylor, York's athletic director.

Before the meeting rumours were running rampant that York would have a varsity team, that we would play in the OIAA, that we would play Upper Canada College, that we would play high school teams, or that we would simply start with an intercollege program. Dr Taylor immediately squashed all these rumours, stating that the only action that had been taken so far was to draw up budgets for both varsity and intercollege football. And therein lies the rub. Varsity football would cost \$45,000 and intercollege would cost well over \$30,000. Both figures exceed the present total York athletic budget! The cost includes medicals, training camps, bleachers, travel, trainers, a full-time coach, and the best possible equipment. Naturally the cost would diminish after the first year, but the initial outlay is still beyond York's present capabilities.

Dr Taylor said he has some \$6,000 in reserve, and could probably get a small grant from the government. However, the major portion of the money would have to come from the students themselves, and it is highly probable that the students will be given a plebiscite within the next two weeks to determine whether they are willing to have a sum of around \$10 added to their tuition fees to pay for a team. At present this is the only action that has been taken, apart from forming a committee to discuss the situation. However, Rick Dick, who along with Roy Hanna and Howie Joynt is representing Glendon on the committee, reports that the committee still has not met. Dr Taylor is at present unsure of when the committee will meet, but expects it will be within the next week.

As for the players themselves, they prefer a varsity team to an intercollege league. They cite better competition, more fan appeal, and better playing conditions among their reasons for their choice. Most say they would not play intercollege ball, since poor conditioning and the necessary exchange of equipment between teams would result in too many injuries. Larry

Nancekivell of York Athletic Department concurred, pointing out that when Windsor instituted an intercollege program a few years ago, they had over a dozen injuries in their first game. If York decides to begin varsity football, the team would play only exhibition games next fall, since schedules have already been drawn up. It is best for the team to move slowly; Laurentian jumped right into the thick of competition this year, and got beaten by scores like 91-0 and 78-0.

Most of the players who turned out looked solid enough; however, there were no 250 pound behemoths among them and that would make it difficult to build a solid line. Nine players from Glendon turned out, although about 40 Glendon players signed a list promising they would come to the meeting.

Basically, however, the fate of your football team lies in your hands. You are the ones who will have to pay for this team. \$10 is not much when you consider the value of a football team to a school. A football team, more than anything else, really unites a school. Anyone who has ever seen the crowds of over 20,000 that the Varsity Blues get knows what school spirit really means. A football team gives a college identity; we don't mean to put athletics above scholastics, but a lot more grade 13 students have heard of Mike Eben than of some of U of T's eminent professors. A football team puts you in the eyes of the community, and draws the attention of people to the fact that you are an excellent institute of higher learning.

The choice is yours. Vote yes on the plebiscite.

Your heroes

Well fans, you're probably all waiting to know what's going to become of us. Having served you faithfully all year, misplacing our modifiers and dangling our participles, we now go on to greater endeavours.

Mike Boyko, ace hockey writer, has just purchased the contract of heavyweight boxer Blubber Mathis and has arranged a fight with George Chuvalo, the winner to be recognized as world champ by the Aleutian Islands, A House, and the gang at Sully's Gym. Grant Collins will join the front office staff of the Oakland Athletics, where he will carry on his campaign to have Sal Bando and Reggie Jackson immediately installed in the Hall of Fame. Tom Ellison has just signed as general manager of the Berkeley Dodgers of the NHL's new Mid-Northwest expansion division, and is presently trying to talk Cyclone Taylor into coming out of retirement. Nick Martin will spend the summer putting flowers on the grave of Maple Leaf Stadium and writing poison pen letters to the Harbour Commission.

Glendon and the Axemen dominate the sports year.

By NICK MARTIN

Miss Placed Modifier (faithful secretary): What shall we print on our sheet this week, omniscient master? Omniscient sports editor: We'll cure the infinite problems of mankind and solve the riddles of the ages, and maybe shoot the bull a bit too. Miss Modifier: You mean . . . (slow drum roll in the background rising to a fever pitch) Sports editor: Yes. (resounding crescendo) This is a bull sheet.

York's varsity teams finally began to reap the harvests of their labours this year (hang those metaphors on them, baby) as our cross-country, judo, swimming, women's synchronised swimming, volleyball, and badminton teams swept to victory (another metaphor; actually they ran, swam, etc.) in the OIAA championships. York Rebels came 2nd in the OIAA, and look like sure bets to dethrone Laurentian next year (I asked Mysterious Minerva); they are reported to be gaining Shredny Vashtar, a real gay blade who last year led the Chickypoo Barber College team in scoring. Our basketball team, the Windigos (a Windigo is an atomic mutation created by the intravenous feeding of versafod to rabid aardvarks) had a 10-13 record this year and would have been much better had they not consistently choked in front of those huge home crowds. "There's something about 7000 screaming fans in York Gym that makes our boys just tense up," said coach Art Johnson, adding that all seats have been sold for next year's games, although a few standing room tickets remain at \$5 a game. Windigos will be bolstered by the addition of All-American Calvin Maravich, who recently became a pen-pal of General Hershey and immediately announced that it had always been his secret ambition to play for York.

God: Tomorrow is cancelled. DeGaulle: Like bork it is.

On the intercollege level, Glendon took the championship (hooray!), followed by Founders, Winters, and Vanier. Our football team downed (euphemism for 'massacred') Vanier and Founders, and so terrified Winters that they didn't even show up. Our only loss of the year was to the Newfoundland national team. With the game a scoreless tie, Glendon left the field when the three-minute whistle sounded, thinking the game was over. The Newfies scored the winning touchdown eight plays later.

The Glendon Red Guards, our powerful soccer team gave Scarborough College a real scare before dropping two cliffhangers (sc. games) 7-0 and 4-1, and then humiliated the dynamic Glendon faculty by holding them to a 2-2 tie. Coach Keeck D. Ball denied charges that he is trying to turn Glendon into a farm team for the Falcons.

Also winning championships were our rugby team, our cross-country team starring Larry Krotz, our women's field hockey team captained by Nancy Tarsey,

our men's volleyball team, Nico Van Duyvenbode and his aquathletes, and our women's ice hockey team captained by Irene Cochrane. Hats off to all these athletes (note lexical marker suggesting that the field of discourse might possibly be sports) In addition, Linda Maniscola, Julia Wassif-Sulliman, Pam Smith and Trish Nelligan won individual titles. Glendon's #2 curling team known as the Washing Machine because they have ringers, was disqualified when it was discovered that only one member of the team goes to Glendon (that's a no-no).

A House Axemen are the winners of the Glendon Cup this year, beating D House and 1st year by a wide margin; this award is richly deserved but somewhat surprising since A House had the weird notion that letting everybody play is better than winning. Ian Wightman of A House was the individual points winner.

Powell's passing, slaughtered the Axeman 31-0 to win football's greatest prize, the Grey Saucer. Magnificent flanker Luther Pillsbury led the league in scoring for the 4th year in a row. 2nd year coach Lee K. Hill is in ecstasy over rumours that Pillsbury may finally join his team next year "if he ever passes his French," said Hill "we're certs." (The Glendon Debating Team will discuss the moral implications of the candy-breath mint crisis with the Edmund Burke Society next Thursday).

2nd year were the victors in basketball this year, defeating D House 50-33 in the finals. Rod Major and Rick Menear were the stars for the 2nd year capers (note in-type sporty jargon indicating a true professional journalistic touch), who were

forced to turn down an invitation to the NIT when the entire team came down with mal de nourriture-verse.

Intermural boxing is still dormant at Glendon, as nobody is willing to take on our heavyweight champ, Percival 'Oh, I'll thlap you tho thilly' Excelsior.

D House triumphed in hockey, beating 3rd & 4th in the finals after humbling 1st year in the semis. Graham Powell (what, again?) Ted Goodchild, and Bill Sipprell led D House, with Ron Martin turning in a solid performance in goal.

Don Young, Glendon's gift (alliteration) to the Rebels, showed he is also a star on the links by winning the school golf tourney with a cool 78. John Wolff won the Robin Hood Flour Power award in archery, Don Barnes skipped the championship curling team, Larry Krotz won the cross-country, Ian Wightman and Marilyn George copped the honours in badminton, and Glen Garside and Sandi Stevens did likewise in ping-pong (le pong de ping pour les français). Kerry McAuley won the marathon swim as he swam 2160 laps of the pool or 30 miles (no, we don't know why he did it either).

Unfortunately, the highlight of the year, the offering of a virgin to Testus Finalus, god of exams, on the sacrificial altar, had to be cancelled when officials were unable to find one. They're hoping to locate one in next year's frosh. (Yes Miss Modifier, it is hard to find an altar these days isn't it?)

Last but not least, thanks to all you referees (even the crummy ones) for putting up with the crap we gave you all year.

York looks great in '68

York Rebels came through with their greatest season ever in the 1967-68 season, finishing second in the OIAA with a record of 8 and 4, and have an excellent chance of ending Laurentian's domination of the OIAA next year. The Rebels will lose only two players from this year's stellar team, left winger Don Chapman and spare goalie Dave Dobson. Returning next season are forwards Kent Pollard, who led the OIAA with 23 assists as well as 10 goals for 33 points, Doug McBryde (13-15-28), Mike Beliveau (10-8-18), Bob Mo-dray (2-10-12), Bruce Easson (6-5-11), and Glendon's Don Young (1-10-11), and the hard-rock defence crew of Paul Erickson, Terry Ruffell, Rick Brown, and Ron Porter. The Rebels' spectacular goalie, Frank Childe, will be back once again to stop anybody that manages to get past the defence alive. There is a report that the Rebels will be gaining three players who are presently on hockey scholarships in the States, although this has not been confirmed.

The Rebels will play next year in a new arena on the main campus. The arena should be packed to the rafters when York plays the

Laurentian Voyageurs.

The Windigos should be much improved next year, although their chances of beating Canadian champion Waterloo-Lutheran are not as good as the Rebels' chances of beating Laurentian. Only one player will be lost from this year's team, sub Brian Lennox. The rest of the players that led York to an overall record of 10 and 13 will be returning, including gunners Brooke Pearson (14.9 points per game in league play), Chuck Gordon (14.5), Gord Burns (12.0) and Peter Young (8.6). Gus Falcioni, York's version of St. Bonaventure's Billy Kalbaugh, will be back again to direct York's offence and break up the opponent's offence with his timely steals. Terry Stringer of Glendon is expected to move up to the varsity next year, and Rick Jones of Glendon has a good chance of making the Windigos.

Contrary to prior reports, the Osgoode teams will remain as separate units next year. However, with the players which the Rebels and Windigos presently have, and the inevitable star or two in next year's frosh, York is assured of having two great teams next season.