

# EDITORIALS

## Doubts and hopes

The council has called a mass meeting of the university. It might have something to do with your getting a better education. We've got reservations about the whole thing.

We're not sure this council knows what it is doing.

Certainly it took the action of an errant executive body to force the rest of the councilors to agree to take a stand on university issues that affect all students.

And certainly the executive picked a childish way to show the rest of the council they were aware and concerned — by tearing down a few parking signs in the middle of the night, and then calling for council support of the idea behind the action.

And certainly the particular issue the council picked to initiate the meeting — campus parking — was poorly handled.

Indeed it is fair to say the council acted dishonestly, in deciding a direct mass meeting was the only way to fon-

front the parking situation. The council made no attempt to confront the administration over parking through channels already existent. Who knows, the administration may have welcomed a formal demand for parking changes from a larger body than the present ineffectual students on the parking committee.

And certainly the council still hasn't said why we should start with parking, except that "it was there." And council hasn't told anyone why parking, and a lot of other things much more important should be changed here. Things like bad courses, inadequate teaching and marking systems, and lack of students on the Board of Governors.

Council is still delaying over their draft of a policy of considerable activism, and there is doubt it will ever be passed with much of the bite left in it.

The council at this time must recognize that it has put itself before the public as a committed body, and is now beyond the point of backing down.

If the council makes a sham of this

meeting, and falls down as valuable, intelligent student leaders, they may be ruining more than just a new project.

There is doubt council knows why it should be acting, or is really very reform-minded.

Yes, there are lots of causes for doubt, when a very young council, in a new university, under a liberal set of institutions, tries to finally get down to the really important things affecting them and their fellow students.

But at the same time, the challenge of resolving this doubt may force reaction from the student council and students which will benefit this university.

Perhaps the urgency of getting up at Friday's meeting and telling hundreds of students what the council believes about education, and about York, and telling what the council is going to start doing NOW, will partly bring us of age.

We have our doubts. NOW is the time for council to show us what it really can do.

Be there.

### Let's grow up

So you want to run the University do you? It seems to me that making the sober decisions involving thousands of dollars should be left to people with mature, sensible judgment.

Using their version of judgment and reflection, some of the students of Vanier College decided on a cold autumn night to drop gallons of water upon the heads of the Atkinson Students who were changing classes. To this I say, YORK GROW UP!

I am not writing as one who got wet, but rather as just a saddened spectator. There is a time and a place for practical jokes and this was neither. It did not even have the redeeming features of wit and originality.

Most of the students attending day classes are the products of middle class homes who sit with smug fat bellies and wail about Biafra or stand 6,000 miles away and condemn the South Vietnamese.

It is easy to be an activist, when this will not affect your daily lives. It is easy to be anti-establishment, when you are part of an establishment which allows dissenters. I am reminded of the U. of T. student who tore up his diploma at his convocation; you notice he tore it up after he passed.

Before you go on demanding student power, look around. Do the employee's run IBM? This is the kind of world we live in. I agree it should be changed, but try to change it after you have acquired the weapons to do so, namely reason and judgment.

It is my belief that the student and the university should have the same relationship as a football-quarterback and his coach. The quarterback will map out the play by play tactics, while the coach has planned the game strategy and can overrule the quarterback if he shows lack of judgment.

In closing, may I remind you that if you give student power to the mature, sober men and women among you, you also give it to those jerks who bombed innocent bystanders with water.

Paul Redvers  
Atkinson College.

## letterslotsoflettersletshavelotsoflettersletshavelots

### We spel gud

I do not think yore paper is so bad as many peple say it is, but sumthing is gewfy.

You make one hel of a lot of spelling mistakes wich makes the ragg hard to reed. I donte miynd having my name distorted in artticles i right four you, and I don't even myind if you kan't spell cognizant, or if (as you did last tyme) you substitute the noneggsistent wurd "pantomime" for my correct "pantomime", but when you goe so far az to hedline anothur verry intelligent feature on Umericane Hitzory as talking about a "phenomenum", then you are going to farr.

Respectively yourz,  
David Schatzky, or Shatski, or Schtazky, or Schitzky

### Radio York

Excalibur recently carried a centre spread dealing with the television facilities at York.

The major fault with the feature

was its failure to point out the total lack of communications on campus.

Anyone who has been at York for even one week can attest to this. You can walk through the hallways, look at the blizzard of signs decorating the walls and not be any the more informed.

The various newspapers on campus don't do much to alleviate the problem. Most of the papers appear at the end of the week and if they do mention the activities taking place, most people will have forgotten about it by Monday. And the papers don't carry current-events columns.

My solution is to set up a York Broadcasting Committee (YBC) which would investigate the problems of communicating with the students on campus. York is supposed to be a modern university. Let's make use of the modern means of mass communications. We certainly have the facilities for it and it would be no great problem to install whatever else is necessary.

I suggest using radio and television to inform the student body of what is taking place. I propose that the students set up a Radio York.

We've been kicking this idea around for a long time but nothing has ever come of it. Let's revive this plan. YSC should take the responsibility for establishing Radio York and should put up at least half the financial support for it. The colleges could put up the other half. A small studio could be erected in a short time and some of the equipment could probably be obtained second hand. The colleges would install receivers in the common rooms, coffee houses and residences.

The radio station would broadcast music for most of the school day interspersed with news and frequent announcements of what was taking place at York. In this way Radio York would help tie the campus together and would be a means of disseminating information of interest to the student body. For these reasons alone, Radio York would be a worthwhile undertaking.

A second function of the YBC would be to investigate the possibilities of setting up a closed circuit television network. This would involve many of the ideas envisaged in my article of last week. The colleges

could set up monitors in the common rooms or social and debates rooms. At specific periods in the day video tapes would be shown to promote events coming up at York. Debates and visiting lecturers could be televised and tapes could be obtained from American or overseas television networks.

I strongly believe that these plans can and should be carried out and that it could be done in the very near future. York has the students with the necessary skills. Let's kill the apathy and do something! It's up to you!

Larry Ankiewicz

### A message from a medium

If it were true that "the medium is the message" I would be less inclined to call your attention to an error in Anita Levine's story (Oct. 17 pp.6-7). But my deep respect for Gutenberg, and my colleagues who do research on the media compels me to ask for a correction.

"The evidence from most studies is that media don't change most opinions, but tend to reinforce them, because we expose ourselves collectively."

Should read "because we expose ourselves to the media selectively", not "collectively".

Many thanks, and here's to thought: linear, pre-linear, post-linear, pseudo-linear, quasi-linear and neo-linear.

Thelma McCormack,  
Dept. of Sociology

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In the article on page five headed "Student Senator's report" in last week's Excalibur, the sentence, "The original motion opposed by Principal Reid was amended twice prior to its final approval." should have read, "The original motion proposed by Principal Reid . . ."

Another article on page five, "So what's a university, who runs it, and how?" was a partial text of an address given by Professor Richard Hofstadter of Columbia University at Columbia's recent Convocation, and should have been credited to him.