

## Cub reporter gets his big break

"I stopped and was talking to this dude and right in the middle of the interview he got hit in the arm. This only added to the confusion and made the tape even more exciting . . ."

(This passage, from a letter, was written by an Army Private stationed near Viet Nam's De-Militarized Zone. The spelling and grammar are faith-

ful to the original. The serviceman attended Highland Junior College in Kansas before joining the Army. We think the letter speaks for itself.)

" . . . I'm writing for the "Stars and Stripes" now, and am really glad I received the chance to do this. I'm at a base camp about 12 miles from the DMZ. We get hit without a let-up. But it seems like an everyday occurrence now . . ."

I'm a combat writer. I gather facts, record interviews and take photos. I find it very rewarding.

The "Stars and Stripes" puts out about 500,000 copies a day, and is really "bigtime". They take each of the small newspapers and when they see someone progressing good, they interview them and if everything works out they put you on their staff.

The way I got on was really crazy. We were all sitting around the office and doing nothing. I just sat there thinking what I could do to really stir up some news. Just about this time we received a report that heavy ground action was taking place in the DMZ.

I just thought, "Man, you only live once!" So I grabbed a portable tape recorder, my M-16 and a chute. I ran out to a chopper and begged them to take me into the DMZ. They wouldn't land, so I jumped from about 2,000 feet up.

I guess this really blew some minds to find out some dude was jumping out of a helicopter at 2,000 feet right in a fire fight. When I hit ground this captain crawled up to me and asked me what I'm doing here. I said, "I'm a reporter." This just down right blew his mind, he said "You're a what?"

Anyway, I crawled into a hole and started recording. A platoon had about eight V.C. pinned down.

I started talking to guys while the machine guns blared overhead. I stopped and was talking to this dude and right in the middle of the interview he got hit in the arm. This only added to the confusion and made the tape even more exciting.

Soon the V.C. took out running and we really opened on them. I even picked off one myself.

Somehow, I got back to the base camp the next day. Man, I was so tired.

I just handed the tape to someone and went to my hut and crashed. About half an hour later my major walks in. This dude is so excited, he looks like he's really going to spring a leak. He's half-laughing, half-standing there, like I just stole his last cigar. And all he can say is "You're crazy, you're stone nuts!"

Well, from that I knew the good old tape turned out O.K. But little did I realize that it would be playing on every radio station in Viet Nam in two hours.

That night about 8, I had a call from "S & S" saying they wanted to talk to me in Danang. Well, everything went good and now I'm a writer for good ole "Stars and Stripes . . ."

### Gen. Ed. medal winners

The General Education medals for 1967-68 have been awarded. These medals are awarded annually to York students who obtain the highest standing in each of the general Education Courses.

The medals will be presented by the college Masters at a later date, as yet undecided.

#### Founders College

Modes of Reasoning 101	M.J. Rochweg
Modes of Reasoning 102	H.A. Mintz
Social Science 104	J.L. Davidson
Humanities 102A	R.E. King
Humanities 102C	S.R. Elmsley
Humanities 104B	H. Fox

#### Glendon College

English 151	C.A. Thomas
French 151	D.J. Hope
French 152	A.M. Boudreau
Humanities 171	H.A. Aitkin
Humanities 172	K.G. Muir
Modes of Reasoning 171	R. Triffon
Modes of Reasoning 172	P.N. Flynn
Modes of Reasoning 173	J.G. MacKinnon
Natural Science 171	C.G. Wilson
Natural Science 172	C.E. Stedman
Social Science 171	O.R. Kent
Social Science 172	P.A. Robertson

#### Vanier College

Modes of Reasoning 105	J.A. Cordingly
Modes of Reasoning 104	R.R. Palmerio
Natural Science 102	H.W. Stein
Natural Science 103	S.H. Chessum
Natural Science 104	P.E. Beith
Natural Science 105	G.R. Brown
Social Science 105	L.S. Bohnen
Humanities 103B	W.J. Painter

#### Winters College

Modes of Reasoning 103	G.R. Campbell
Natural Science 101	N.R. Gibson
Natural Science 106	B. Goldfarb
Social Science 101	K.M. Krawetz
Social Science 102	D.H. Paterson
Social Science 106	M.E. Wilson
Humanities 101	M.R. Wilde
Humanities 102B	S. Lappin
Humanities 103A	M.A. Pilby
Humanities 104A	M.J. Herman
Humanities 104C	L.M. Honey

## Dr. Ross' annual report

The strategy of 'confrontation' is no substitute for organized discussion and debate, said administration president Murray Ross last week.

In his annual report, the president said student power philosophy is becoming one of glorifying revolution and upheaval for their own sakes, instead of the earlier aims to revive the real educational and liberalizing function of universities.

The prevailing mood of action and confrontation allows student leaders to use vague and inconsistent positions which often ignore the basic issues, he said.

The key issue is how universities should be run, either by democratic government on the basis of representatives from all the educational community, or on the basis of leadership from the greater scholarly experience of teacher, instead of students, the report says.

"It is nevertheless true serious flaws in the university's curricula, its methods, and its conceptions of its role have been uncovered by student protesters and the opportunity now exists to repair them," the report adds. "Now however, the human needs have found frightening and effective expression."

President Ross warns that if the university is to survive in an effective and viable form, all within the university — faculty, board, students — must develop the kind of responsible attitude that will support and facilitate the lengthy discussion that must precede fundamental change.

A second, more pertinent problem is the matter of acquiring enough money from the province to continue supporting York and its college system.

"When this support is forthcoming will be the most convincing proof of their continuing commitment of support," Dr. Ross said. "Universities . . . fear that their development programmes are subject to the changing exigencies of government fiscal policies."

"What we really await is an indication that governments really understand the tragic consequences of falling behind in university development," he added.

"In frankness we must say to the provincial government that York, because of its location, its growing academic reputation and the diversity of its academic programme, is now attracting more students than it can accommodate in present facilities."

His report also indicates the university facilities increased by \$25 million to a total value of \$80,360,000.

Men . . .  
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