

# We govern ourselves!

A radical change in university rule-makers has been accepted by the administration, giving students the majority voice at the decision-making level.

All authority formerly vested in the president regarding all legislative and judicial matters is to be handled by a new York University Committee, composed of eight students and seven appointed members.

The committee will deal with all matters concerning the conduct of students and student activities at the university-wide level. The eight students are to be elected from the student body, the seven other members are to be appointed by the president.

The recommendations for the new judiciary-rules body is part of a report accepted by the board of governors and the president Monday night.

The report was issued by a four-member committee set up

in December 1967 to study the powers of the president as outlined by the York University Act, section 13-2-c, Ontario Government.

Previously the president had all "power to formulate and implement regulations concerning the conduct of students and activities."

The board and president also accepted the report's recommendations for the councils of the colleges and professional schools of York to have all authority over student activities and conduct within the colleges. Previously the control of student activities and conduct had been delegated specifically to the master or dean of the college from the president.

The president will have the power to exercise a veto over the new committee's decisions, but must explain his use of the veto in writing to the committee.

The new committee will be the judging body for all infractions of university-wide regulations, and will have the power to set up new rules for the conduct of students, as well as deal with matters referred to it.

The president will have the power to decide whether infractions, rules, etc. fall under the new York University Committee area of power, or are to be handled by the college or professional school councils.

The 13-2-c committee was composed of Richard Schultz, Glendon student, Harry S. Crowe, faculty representative and chairman, Henry Best from the administration and A. E. Barron, from the board of governors.

The committee said it did not receive any complaints concerning previous presidential decisions on conduct, but noted that students did not want an advisory-only position on the now-inactive Advisory Committee on Student Affairs, which formerly represented a parent-child relationship between students and administration.

The new committee will have the power to deal with matters similar to the one now before the temporary court-committee set up Tuesday, to try the YSC executive for removing parking signs on campus.

The temporary court-committee will have to deal with the parking signs problem since the new committee will take some time to elect and appoint students.

# Excalibur

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Council president John Adams relates parking protests to greater issues.

Photo by Mike Snook

## 'Gobbledygook' says Laskin

by David H. Blain

"That's gobbledygook to me," was the response of Bora Laskin, Chairman of the Committee on Rights and Responsibilities, to excerpts of a letter run last week in Excalibur in which R. M. Dale expressed his disapproval of the committee.

Justice Laskin was a professor for twenty-five years and is a past president of the CAUT (Canadian Association of University Teachers). Today he is a Chief Justice of the Ontario Supreme Court and a member of York's board of governors.

As a lawyer, he was careful at the beginning of the interview with Excalibur to explain that the opinions he was voicing were his alone and in no way reflected those of other members of the Committee on Rights and Responsibilities.

Justice Laskin explained that when the committee was formed he asked all the members to indicate how they viewed the assignment and the scope of the inquiry. One faculty member and one student were then chosen to go over the lists produced by the members and come up with common elements for the inquiry.

He explained that no member see "Gobbledygook" p2

## Council defends itself at protest

The "mass parking protest" last Friday: 350 students — several profs — Vice President Healy — and one student yelling "I think our image is becoming one of a violent university."

The student, McLaughlin councillor Tim Delaney, was shouted down by hecklers.

The issue was the removal of several parking signs from campus lots by five members of the York Student Council executive, in an attempt to raise student interest in parking and other, more important matters at York.

The council executives, and other members of YSC told the students in Founders JCR that parking as it now exists at York, with faculty and administration getting "choice" parking spaces, is part of the social inequality existing here, and in need of correction.

Some people cheered the idea of abolishing all reserved parking spaces. Others told the speakers they had no right to criticize the university which is providing

them with an education.

Vice-President (Academic) Dennis Healy told students he was "tired of these hateful divisions between the students, faculty, and administration."

"Get some of your good ideas forward and get on with the job — we are all in it together."

He criticized the council for failing to act through the regular committee on parking regulations and grievances, which now has students on it. YSC president John Adams pointed out Healy was in error in claiming the YSC had anything to do with putting students on the parking committee. (See Dr. Healy's letter, page 6).

YSC External Affairs commissioner Glen Murray said parking was not the real issue of the meeting; parking had only been used as an example and a means to draw students to a large forum to get them more involved and aware of the problems that YSC is trying to handle.

He said students should be concerned about things like inad-

equated Modes 171 courses, antiquated marking and grading systems, and lack of student membership on the board of governors.

John Adams, president of YSC, said students should have more voice in the decision-making bodies of the university, to see that students are consulted on issues like courses, and chapels.

The hero of the "protest" was graduate and tutorial leader Dalton Kehoe, who told the students, "The system changes when you take direct action. Dammit, if you want action, do like Glendon, keep kids out of classes. Hit at the core, hit at the teacher."

Kehoe predicted the YSC parking sign robbery would be written off as a prank, and told the council to "get away from this petty parking issue."

"Why not boycott Modes, if you're not satisfied," Kehoe said. "Get yourselves on the committees that really count, and get changes."

see YSC defence p2

## Hawker-Siddeley barred from campus - students to decide



Photo by Dave Cooper

War-recruiting companies, beginning with Hawker-Siddeley aircraft manufacturers, are to be barred from campus pending a decision by a YSC-sponsored student forum.

Henry Best, director of student services, asked Hawker-Siddeley to postpone their visit after the Committee to End the War in Viet Nam visited him last Friday and suggested student referendum.

The committee presented Best with a letter to President Murray Ross requesting the postponement. The group claims the aircraft company is "complicit in the manufacture of arms and planes now used in Viet Nam."

Best's decision was a complete reversal of the administration's former policy on campus recruiting.

Last December, when the anti-war group protested Hawker-Siddeley recruiting, President Ross consulted the now-inactive Advisory Committee on Student Affairs (ACSA) which advised

him to continue to allow employment recruiting on campus by all companies supplied by the National Employment Service.

It is the National Employment Service, a government agency, which operates the Student Placement Office on campus.

Linda Munro of Student Placement (who arranged job recruiting by companies on campus) said the Viet Nam Committee had not approached her. She said government bodies such as placement services cannot discriminate against companies.

Best himself had said Friday, "If we have accepted placement services on campus, then we cannot set their policy. They are an autonomous government body."

But later that day he changed his tune. Best said he feels those people who want to be interviewed by Hawker-Siddeley have a perfect right to be, but he also defends the Committee's right to protest, and agrees with their proposal for a referendum.

# Cross Canada Campus

## Calgary rag refuses college reprint

### CALGARY

The North Hill News in this city finds birth control information "pornographic".

Normally, few people care what the North Hill News feels about anything. But that antideluvian newspaper also publishes the Reflector, student newspaper at Mount Royal Junior College, and in that capacity, refused to print a page in the Reflector — reprinted from the Ladies Home Journal — outlining the various methods of birth control.

Roy Farran, owner of the News, said the article was a breach of the Criminal Code of Canada, and served no purpose. He said people who desire information about birth control should see their doctor.

Between eight and 10 university newspapers in Canada have reprinted the article in question this year with no repercussions of a legal nature.

## Queen's votes out student fossil

### KINGSTON

Senator Grattan O'Leary, 70, has been asked to resign his post as student rector on the Queen's University Board of Governors Nov. 6.

The call came from 79 per cent of students voting on the question.

Students say O'Leary has attended only one meeting in the past year and has consistently refused to speak to student representatives.

He was acclaimed student rector last fall after two student candidates dropped out of contention. One withdrew for academic reasons, the other for "political" reasons.

The university administration had made clear at the time they preferred the post of rector to be filled by someone outside the community rather than a student.

## McGill council makes co-op move

### MONTREAL

The McGill University student council is going after a solution to the housing problem.

Nov. 6 the council voted acceptance of a plan that would see construction of a 300-unit self-sustaining co-op with rents no higher than \$48 a month. The plans were drawn up by a team of architects hired for the purpose.

The council will now seek financial support from the university or other sources. As well, it plans to buy up old houses in the student ghetto area for conversion to co-op housing.

## Lakehead scorns senate seats

### PORT ARTHUR

The Lakehead University student council has rejected an administration offer of three senate seats because the senate meets in closed session.

Student president Peter McCormack cited council policy of not participating in secret sessions as the major factor of the rejection.

Students do sit on various senate sub-committees which meet in the open.

The senate seats were offered on Oct. 16.

## Winnipeg demonstrators demolish Dow

### WINNIPEG

Violence erupted at the University of Manitoba Nov. 7 in the wake of a protest against the presence of a Dow recruiter at the university placement office.

The recruiter was forced to leave after completing only two of 13 scheduled interviews.

Trouble began shortly after the group padlocked a building door to keep the recruiter out. Some 250 people were now standing by and discussing the action. One of the 13 interviewees complained that the demonstrators "are the same group of students that demonstrate for anything around here." Suddenly a contingent of engineers and commerce students burst through the back door of the building.

Fisticuffs broke out between demonstrators and engineers.

Dean of Arts Lloyd Dulmage had earlier notified the manpower office of possible violence and recommended the recruiter leave. He left at 10 a.m. just before the violence broke out.

The demonstration at Manitoba followed a similar but peaceful one at Saskatoon.

## Brock University says yes to CUS

### ST. CATHARINES

Brock University has voted to remain in the Canadian Union of Students.

The vote went heavily for the student union — some 61 percent of 630 voters approved of the link. The vote turnout of 52 percent was heavier than ever before.

"The high turnout indicates the relevance and importance of a national student union to Brock students," said Dan Livermore a campaign organizer and strong supporter of CUS.

The union maintained four field workers on the campus for election week to help explain the organization to voters.

• Canadian University Press Service •

## 'Gobbledygook'

Continued from page 1

is under "any sort of authoritarian dictate" and has to "march to any particular tune". When the committee brings forth its deliberations in February every member will have the right to speak his piece.

Laskin feels that Dale, the former student rep from Glendon, had just as much opportunity to express his views as anyone else.

"If Mr. Dale feels that the terms are inappropriate I'm not about to cavil. I've had a little more experience than Mr. Dale in dealing with committees."

The restructuring of the university is not the aim of the committee, Justice Laskin explained. "For us to have em-

barked on a general inquiry into the nature of a university would have just completely overwhelmed anybody."

He feels that the name of the committee in itself was instrumental in misleading people as to the nature and scope of the committee's study.

"We are not concerned with rights and responsibilities in any unlimited sense. We are concerned with them as they relate to the behavior and conduct of students and faculty and others on university property and in relation to university matters."

Concern was expressed by Justice Laskin about the desire by students to "nail everything down to some set of minute

procedures and to put everyone in a straight jacket. We used to take pride in unorganized freedom," he said.

He agrees that there are certain areas in which it is necessary to pin things down but that the more that things are restricted the greater is the danger of overgovernment and the superimposing of committee upon committee.

As it is, deans have little time to devote to lectures or tutorials because of meetings. In effect they have become super administrators. If a dean is truly a scholar then he will want to get back to his books. "This is why I have always been in favor of limited terms of appointment for deans."

The views of the Chief Justice are quite liberal when it comes to the appointment of lecturers. He doesn't care what outside views and/or affiliations they have as long as the commitments don't interfere in the discharge of duties.

On the subject of speakers coming onto campus he said, "I don't think that any university would say to students that you can't bring a certain speaker to the campus."

## YSC defence

Continued from page 1

YSC members told Excalibur after the meeting they were pleased with the protest and hoped to make it a regular type of forum for students to present their beefs.

"We had people out to this meeting like we have never had before," Larry Englander said. "Our council is trying to exam-

ine the needs of the students, and parking is just a step toward higher goals."

Since that meeting the five members of the executive have been ordered to appear before a court-committee for discipline concerning their part in the "vandalism" of illegally removing parking signs.

## Possible suspension: YSC leaders on trial

A temporary court-committee has been set up to try the students involved in removing parking signs from the campus lots Nov. 30.

The fate of the YSC executive is in the committee's hands.

The members of the committee selected by Henry Best, Director of Student Services, are Professor James Cutt, the presidents of MBA Council, Grad Council, Atkinson Council and the Presidents of the 4 college councils. Best will act as chairman of the committee.

Best had planned to include the President of YSC, John Adams, but couldn't because Adams is admittedly one of those to be tried by the court-committee. Best formed the court-committee in order to settle the matter quickly. He wants a decision and recommendation by Nov. 21.

The committee will recommend action to the president, as he is the only person empowered at present to act in such a matter, by Section 13-2c of the York University Act.

The YSC sent the administration a letter Nov. 11, stating they were the persons who had removed the signs. The signatures to that letter included John Adams, Larry Englander, Marshall Green, Glen Murray, and Larry Rapoport (see letter page 7).

The court-committee is to investigate the action of the YSC members, plus anyone else involved, and decide on discipline for them as involved in "an act of vandalism".

The YSC executive members have maintained they cut down the parking signs as a political action, not a prank.

The committee can't dismiss the students from their student council positions but can recommend action to the president. The alternatives open to committee members, according to Best, are along three basic lines:

- they could exonerate the students;
- they could recommend the students pay damages or be rusticated, suspended, etc.;
- they could recommend the matter be turned over to outside civil authorities such as the Metro police department, for prosecution.

Larry Englander, YSC academic affairs commissioner, said he had received no information on the committee. He said that the formation of the ad hoc committee indicates the need for a special legal body to handle such offences.

In this case, he said, YSC would prefer to be dealt with by the York parking committee since the issue is within its jurisdiction.

Photos by Dave Cooper



John Adams



Larry Rapoport



Larry Englander



Glen Murray

## CAMPUS: WORLD

### *Opts out of occupation treaty*

#### SAN FRANCISCO

The acting president of a California college refused to honor an agreement he made with students occupying the administrative centre of the school because he claimed the agreement had been signed "under duress".

Dr. Paul Blomgren, acting president of San Fernando State College, declared "null and void" an agreement which provided for amnesty for the occupiers and changes in curricular and administrative spheres.

He also announced that he would press for arrest of the demonstrators and suspend them pending a college judicial hearing. The students had barricaded him, two aides, and 34 administrative personnel in the building.

The 300 students, members of Students for a Democratic Society and the Black Students Union, were protesting racial discrimination in the university's athletic program.

"Any document arrived at when people are held hostage or force is being used is not a mutual agreement," Blomgren said. "It appeared to me that the safety of the college personnel was definitely in jeopardy. From that point on, my first and only consideration was the safety of those individuals."

### *Schools seized in frantic France*

#### PARIS

Student dissatisfaction continues in France as schools in three French cities were occupied Nov. 5.

Rebels seized several administration offices at the National College of Fine Arts in Paris in a demand for curriculum changes.

Science students were driven from administrative offices in the University of Grenoble in a protest over the lack of student representation in decision-making in the school. They produced a newspaper and distributed leaflets to publicize their complaints.

### *Cops cart hoses to Madrid campus*

#### MADRID

The University of Madrid was occupied Nov. 4 by hundreds of police called on campus by the school administration to prevent further student violence.

The university has been plagued with student unrest over university expulsion of two law school student leaders. About 30 cops entered the school of law and tore down posters denouncing "repression" by administration officials.

Outside the school, two busloads of policemen, 10 police cars and two armored water tanks with jet hoses stood ready to quell any outbreak.

Last week, student rebels ransacked the dean of law's office and burned portraits of General Franco.

• Canadian University Press •

**STITCH IN TYME  
SHAWN and JAY  
JACKSON  
& THE MAJESTICS  
THE CHOSEN FEW  
LEIGH ASHFORD**

**McLAUGHLIN COLLEGE  
PRESENTS  
"PHASE 4" DANCE**

**Friday, November 15, 1968**

**8:30 p.m. to 12:30 p.m.**

**McLaughlin and Winter Dining Halls**

**Admission: \$2.00 per person**

## Our cities built in ugly period : expert



Dr. Chester Rapkin Photo by Dave Cooper

Small militant groups are perhaps the greatest threat to the city, Dr. Chester Rapkin told 300 people at Burton Auditorium last Wednesday night.

Rapkin, an economist and statistician at Columbia University, was the first lecturer in this year's Gerstein Lecture Series. The series is devoted to the future of the city and the university.

Rapkin said there is no safeguard against such groups, except mass disapproval of their actions.

Poverty, inequality and social injustice are the greatest problems facing the future of the city, and the key to defeating this is full employment and rapid growth, said Rapkin.

Rapkin called the lack of enforcing building codes in Canada and the United States "a national scandal." He said we must eliminate sub-standard housing in the next decade.

In our modern society, said Rapkin, it continues to be honorable to make money by land ownership. His solution to this is that when land is redeveloped it should be bought by the city and leased for urban renewal. He said he was pessimistic about this, but maintained that it must be done.

Rapkin said we have had the misfortune to have had our cities built during the ugliest period of architecture in the history of man.

The construction market, he said, functions well for new buildings but it doesn't solve the problem for rebuilding.

## Give blood!

A Red Cross blood donor's clinic will be held in the McLaughlin junior common room Nov. 20 and 21 from 10 am to 4 pm.

Entertainment will be provided all day. There is an annual competition at stake for the corpse. Last year Winters won it.

Free coffee and cookies will be served by charming nurses (so we're told).

## Vanier not really sinking

The Vanier College building is not sinking into the ground after all.

Cracked walls, sagging ceilings, and doors that suddenly wouldn't fit recently led to some apprehension that the structure wouldn't last until the completion of the university in 1980.

However, A. Arcand, project co-ordinator at Vanier said that, according to structural engineers who were called in to investigate, there is no danger to the building and that the problem appears to be more serious than it really is.

The damage was caused, he said, by the deflection of a reinforced concrete structural slab, which caused the hall walls to be pulled away from the internal partitions. This slight movement

was normal and expected.

The slab had been designed to deflect to compensate for the weight of the structure built on it. But, Arcand said, the hung ceiling, composed of a grid of metal strips on which the tiles are placed, was installed too tightly, leaving no allowance for any movement of the walls. When movement did occur, the ceiling had to buckle.

The building contractors will have to tear down the old ceiling and replace it with one that has slightly shorter T-bars to prevent a repetition of the problem. Arcand pointed out, however, that the maximum deflection has now occurred and that once the present repairs have been completed, no new ones should be needed.



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For full details on how to join, clip the application from your previous school paper or contact VISA, Britannica Building, 151 Bloor St. West, Suite 410, Toronto 5, Ontario or Tel 929-9274.

**DO IT NOW!**

● Dee Higgins, half of the Dee Higgins Combo, sings brightly to an appreciative audience (see photo 4B) in Founders Common Room.



All photos except two are by Scott McMaster.

● 'Smash, wacko, crud' sing the sledgehammers, as vindictive York students vent their frustrations (an obvious comment) to the annoyance of a quiet group of spectators (see photo 4B).



OK EVERYBODY WENT -  
TO FESTIVAL, THAT IS  
AND EVERYBODY HAD FUN - RIGHT?  
SO THIS SPACE  
IS DEDICATED TO THANK YOU'S

THANK TO Gloria B. Mac 223 Purple Jesus Party  
T'WAS GREAT - SO WAS GEORGIE'S ORGY \* Anna COME AGAIN PLEASE - ROLLY  
Aurea J. tenk you Miss S.S. T'WAS NEATO WHIFFER  
OH WOW!!!  
Thank you for making York worth it.  
Anon is proud of you all 9.30

● 'Hoopy, hoopy' sing the Stitch in Tyme in McLaughlin Dining Hall Friday night, as expectant audience dances a lively step (see photo 4B).



### Help?

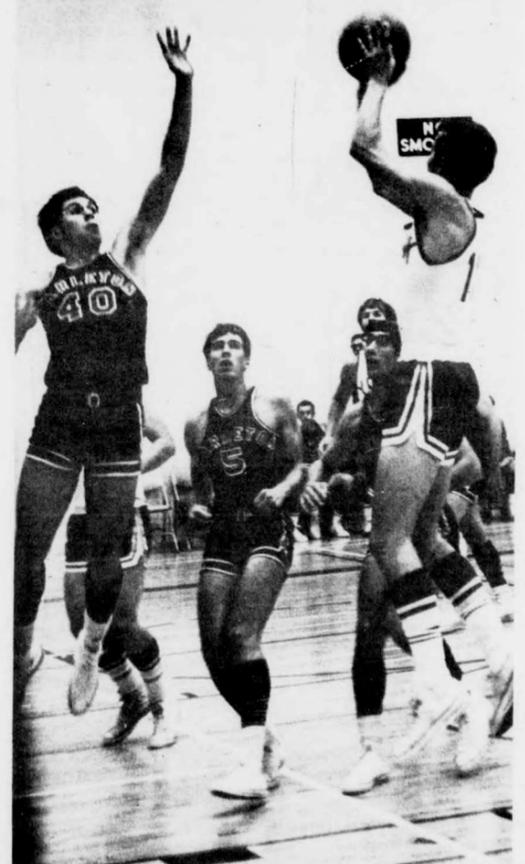
this is to thank everybody for festival, stew who owned it, mike who ran it, ross and roly who unscrewed it, henry best who liked it, val who encouraged it, rhonda who put up with it (and a lot besides), frank who hung by his teeth, "f" house, who wanted to see him fall, phyl and hill who kept it high, lou who really is a good head, my mother and father who fed me and kicked me, and to everybody else, including glen and richard and everybody, and even to the person who made the whole thing possible, mr. modesty himself stewsmith, who made me remember and forget.

● PHOTO 4B, SHOWING 38 OF THE MORE THAN 2600 PARTICIPANTS OF YORK FESTIVAL.

● A frantic mob of fans (see photo 4B) cram Tait McKenzie bleachers to hear Gord Lightfoot sing, among other songs, 'Cold Hands from New York,' fresh cut from yet-to-be-released album. He sang one encore, then split for private reception at Founders Coffee Shop, the Cock and Bull.



photo by Rod Quiney.



● Yeoman shoots to score, amid singing cheers from excited audience (see photo 4B), although Yeomen went on to drop game 80-35 amid tearful groans of audience (see photo 4B).

# “Where else can you achieve so much so quickly?”

*Gord Clements of Vancouver, a 23-year-old student at the University of British Columbia, had been thinking of joining a stock brokerage firm on graduation — until he met a marketing executive from London Life. That was a couple of years ago. Today he's a successful London Life representative — and a man who is convinced that no other field can offer so much to the college graduate. Read why.*

At first, Gord thought the life insurance business had more than its share of hang-ups. As he put it: “I thought a life insurance salesman was a plodder, a man who pounded on doors day and night. And I thought everyone had insurance anyway, so there was really no market for the product.”

But Gord had an open mind. He was curious. So he talked with a couple of his professors, who cleared away many of his misconceptions. “They helped me realize that selling insurance takes technical knowledge and skill in influencing people. Plus imagination and creativity, because you're working with an intangible product,” says Gord. “They also pointed out that insurance offers real opportunity, a great deal of responsibility, and even the chance to name your own income.”

Gord still had doubts. But life insurance now held some appeal for him.

## VIGOROUS COURSE

After an aptitude test, and a series of interviews at Vancouver and the company's head office in London, Ontario, Gord was invited to join the London Life team. On graduating from university in 1967, he began a 21-month training and development program. During the first three months he was at London, where he was given a thorough training in professional salesmanship, and a background knowledge about such subjects as the uses of insurance, financial planning, business insurance, taxation and group insurance.

*(From his first day with London Life, the college graduate receives an assured income plus the opportunity for additional earnings.)*

## UNLIMITED POTENTIAL

“By the time I completed the course, and returned to Vancouver to work with a regional manager, I realized that the life insurance market is unlimited, and therefore unique. That's because insurance is the only product *everyone* needs. And most people need more than they own.”

*(Early in his career, the life insurance salesman is given a significant job with a great deal of responsibility. His work has a beneficial im-*



*pact on the lives of his policyowners, and a direct effect on his own success and on the success of his company. In many other industries, a man might have to wait five or ten years for opportunities and responsibilities as meaningful.)*

“I found out, too, that most people buy insurance many times during their lives, and for a variety of reasons. That's because insurance has so many uses. People who already own insurance, therefore, are willing to buy more as their needs increase. Because the market is so broad, you can build your own clientele, and you can do it by picking people with whom you want to do business.”

*(More than any other people, Canadians appreciate the value of life insurance, because they buy more. And Canadians own more life insurance with London Life than with any other company.)*

## EARLY INDEPENDENCE

“Apart from what insurance can do for the public, I know what it has done for me. Like most students, I was in debt when I graduated. My only asset was a commerce degree. Today, most of my debts have been paid off and I am beginning to accumulate some fairly substantial assets. Frankly, I can't think of another field in which you can achieve so much so quickly. Insurance is the job for the young man who wants real opportunity, who wants to get into business for himself, and who even wants to name his own income and achieve financial independence at a relatively early age.”

*(At London Life, you have the opportunity to grow. Plus the freedom and help to develop your own skills, knowledge and income at the pace you choose. Nobody holds you back. There is no limit to what you can accomplish. If you wish, you can build your entire career in sales — or, if you prefer, you can move up to management.)*

To learn more about London Life, ask your placement officer for the booklet “A Career for You with London Life.” Or arrange an interview with a London Life representative.

Interviews will be held on campus November 22

## London Life Insurance Company

Head Office: London, Canada

## Students on Board - we care

Chairman of the Board Pete Scott has told Excalibur that we should lay off on our anti-chapel editorials.

It seems we're scaring off potential donors. He said our editorial rejection of the chapel is like slapping gift bearers in the face.

We are not trying to slap potential donors in the face. To the contrary we welcome them, and appreciate their interests in our university.

Board members and outside donors have been generous in their contributions to York — they are partially responsible for making York what it is.

But what we do object to is the fact that these donations are affecting us, and our university, and yet we have no say in whether we want these effects. Donations are handled at the Board level — there are no students on the Board.

There is no guarantee another donor will not come along and offer us something we feel is equally less essential.

Yet there is still no representation from students to tell the Board what such specially tagged gifts will not do for us.

Students want to have a voice on the future of their university.

We are the ones who are establishing the traditions at York.

Is it not possible for one of these traditions to be cooperation with the Board, in open meetings with student membership?

The lack of communication is doing little more than laying the basis for a future Columbia — students are being left out, and will react as a mass as they did at Columbia, when the right conflict and conditions arise unless we lay the right framework of working together in a community now.

The Board does not seem to understand our stand on chapel. Perhaps they do not understand our position on other issues as well, which concern the individual students of this university, such as the quality of education.

"What kind of education do you want," chairman Scott recently asked in an address to some students? The point is, we really aren't asked, or consulted, by the board.

We would like to answer chairman Scott; we would like to answer him every time the board meets. But students have no representation on the board. We don't know what the board is doing, or why,

and they don't know what kind of education we want.

There seems to be a good basis for the inclusion of students on the board, if just to tell chairman Scott what kind of education we want.

## Faculty Funnies

York faculty members refused to attend YSC's last elite retreat.

They told the parking lot sign pullers that as a result of their action, they felt they had nothing to communicate about.

Its bad enough that YSC has to pull out parking signs to promote social equality, but when the faculty takes them that seriously, even to the point of our "teachers" no longer having anything to say, we wonder.

Earlier in the year it was the silly season for student politicians. Now the profs have caught the same bug.

Oh well, at least they all got to go to Festival, since there was no retreat.

## letterslotslettersletshavelotsoflettersletshavelots

### Wrong parking people

On November the 8th, I released a statement about the Committee on Parking and the protest of the York Student Council against what they describe as segregated parking facilities. In it I said that the York Student Council helped to set up the Committee on Parking. That is an incorrect statement. The body that helped to set up the committee preceded the York Student Council and was known as the Student Representative Council.  
DM Healy (Vice-President)  
Vice-President for Academic Affairs

### Excalifan from U.S.

As a student from the states and attending an Illinois School, reading Excalibur was really a good experience. I hope that the minds of the editors are really as radical as they appear. I also hope they have solutions for the problems they present to York's students.

All I want to say is I really dig your school paper compared to my school paper. We'd never get away with the "perverted way" of putting a bare breast on the front page (which is really a beautiful thing). We can't even get away with using the word "screw"! Which only shows you how far you've gotten with your administration compared to ours.

Anyway, you've got a good thing going for your students — keep it up. I'd really like you to send it to me every week or let me subscribe to it. I'd rather read your paper than the muck printed by my fellow students.

Mary Jean Malloy  
Southern Illinois University  
C'dale, Illinois

### a chapel — why not?

I was most concerned to read the editorial in the October 10 issue of the Excalibur headed "To Learn or to Pray".

There is no doubt that students should comment on the progress of their university, and it is undoubtedly helpful if their goals can be communicated to the various groups responsible for the university's development. Certainly, the university will make better progress if the constructive opinions of students are considered; however, words such as those contained in your editorial can cause great harm to the university, and in this particular case I consider it a

thoughtless and unwarranted attack on a person who wished to make a substantial contribution; one which would result in what he and many York students consider a necessary and highly desirable objective.

As I understand it, many religious groups have wanted separate facilities on the campus, but several student groups have successfully argued for one non-denominational religious centre. If the donor agrees with this view and has expressed his deep convictions by providing funds for this centre, no member of the university has the right to suggest that his money should be directed in any other manner. I am certain you would argue for the right of a man to wear a beard, or beads; why does a man not have the same freedom to give his money as he wishes?

In North America many universities have been able to make huge

advances in their growth in directions which would not otherwise have been possible as a result of the convictions of private donors, who have directed the manner in which their money was to be spent. In many cases these gifts have been made following a great deal of study and mature thought.

The damage done by your editorial is: firstly, it attacks a person who, through his gift, has tried to improve the life of the students at York University; and secondly, will deter other prospective donors from contributing to this university, and encourage them to donate money in other directions.

I am certain that your editorial does not express the opinion of a significant number of students and I hope that all students at York University will recognize the gift for what it is — a gift by a person who

wishes to make what, in his judgement, is a significant contribution to the complete education of the students of York University.

John D. Leitch

### Park in dining halls?

I couldn't help noticing that during last Friday's dramatic Mass Meeting to discuss the Parking Situation on campus (and other intensely emotional matters) the service in the Founders Vanier servery was speeded up considerably.

Attendance at the meeting seemed to relieve the pressure and the usual line-up was not nearly so long.

I was wondering if we haven't stumbled upon a possible solution to all our griefs. Why can't we hold parking protest meetings every noon-hour? Perhaps we could even convince

Versafoods to serve the lunch meal in the parking lots and all park our cars in the dining halls?

It has also been noted that Winters College has decided to offer its High Table service (i.e. meals served by waitresses) on the main level of the dining hall rather than on the raised dais. This is apparently intended to spark "a new feeling of community" in the college.

If the level at which we eat is so essential to our compatibility I'm reasonably sure the Bell Telephone, as a goodwill gesture, would issue the university with a few thousand old telephone books which we could place on all the dining room chairs and allow everybody to feel as 'high' as everybody else.

Perhaps those ordering the cheaper meals or only having a hot dog would only get to sit on the thinner suburban edition of the telephone book.

I think we can work these problems out to everybody's satisfaction if we only put our heads (and perhaps our posteriors) together.  
Yours sincerely  
Snead Hearn.

### Labs in colleges

Students may not be aware of the existence of the satellite dial access installations in Founders, Vanier and Winters Colleges, and we would therefore like to draw your attention to these facilities.

These installations are located in Founders room 016, Vanier 029A, and Winters 111, and are open from 9 a.m. to 12 midnight. Not only can these facilities save students time in walking to labs, but they can be used at any hour, even when those in Farquarson and Petrie are closed. Furthermore, students can make up labs they couldn't attend in the daytime.

It is hoped that advantage will be taken of these satellite dial access stations. Although the installations are experimental at this time they could be extended if use warrants this. Vandals have already stolen two sets of earphones, one by ripping the whole installation off the wall (these head sets are not usable with FM or Hi-Fi amplifiers).

It would be regrettable if the destructiveness of a few individuals resulted in these sections being closed down, thereby depriving large numbers of students of the possibility of benefiting from these facilities.

K. Golby  
Linguistics and Language Training Programme

## Excalibur NOVEMBER 14 1968

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dammit i always miss the best parties...pat kutney a good catholic dropout embarrassed drunk boy child-molestor..olga & koop living it up in my room..why is ross howard, boy editor wearing that fire engine hat..anne & frank go to schoolschoolschool created by bob's tuesday nite letra-set depression blues..grant has pinkeye says tony but i say its conjunctivitis..flail typed for mike who's headcheese this week..stewgeorge, valrhonda, richieclaire, grantruth, faithfull bill, digging dave..adminnews of the week: we've been told not to swear on the fucking telex (or was it not to fuck on the swearing telex?)..so much for my latin test..so long, turkeys.

# Modes 171

## The faculty viewpoint

**PAGE 7**

A forum for comment and reaction. Excalibur will accept columns, comments, and cartoons from any member of the university.

In our last issue, Excalibur damned all and sundry involved with Modes of Reasoning 171. After an interview with Prof. McFarland we have seen that the situation is not as grim as it seemed and that the future holds some change in the Modes situation.

We still maintain that the situation is a fiasco that never should have developed, but we are again appreciative that York has an atmosphere that makes it easy to admit mistakes and to take steps to remedy a bad situation.

On Thurs. Nov. 7 several of the intrepid Excalibur staff interviewed Prof. McFarland about Modes of Reasoning, in order to present you with his defense of the course.

Firstly it should be affirmed that McFarland did not intentionally try to screw the students who presented the petition to him. In a senate brief issued to all faculty at the beginning of the year, a major cancellation of classes required a senate decision. In McFarland's view, cancellation of classes for 1825 students was a major cancellation. This is the reason that the students who brought the petition to him were told there could not be a meeting of the faculty and students over this issue during a lecture hour. Upon taking this statement to the senate secretary the students were told that this decision was indeed one for McFarland, so you hasty people who called liar on him, think again.

While in the office I was shown a letter of apology from Mr. Farr of the senate about the mix-up over this cancellation of classes. In an attempt to achieve some sort of settlement on the issue a representative from each tutorial will be present at a meeting where the faculty of Modes will be open for constructive criticism. This group will attempt to justify or rectify situations surrounding the course.

For those who have looked forward to better things, as you read this issue you are involved in a new and different part of the course in which you will be presented with logic in relation to such subjects as Natural Science, Social Science, Aesthetics and Theology. Another optimistic note is that last year the symbolic logic lasted until Christmas.

Asked about a division of logic into courses for science and arts McFarland said that "it is important for an arts student to have a grasp of what science students study . . . to make him a civilized person".

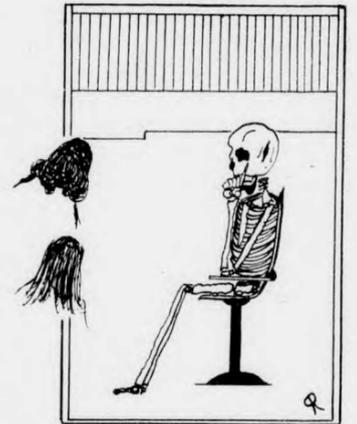
There was no opposition to the courses in Modes last year for that same reason, that there was a choice of courses in Modes. The idea of the one course of fundamental logic was implemented this year as an integrating course for all first year students in the general education program. A compulsory course in modes of reasoning was thought to be superior in value to the student rather than a course in statistics or math modes which a student could choose as an option but would not be of as great value to him.

About next year, McFarland said that this matter of a variety of courses and the compulsory aspect is now under discussion by the general education committee.

One of the biggest problems facing the Modes faculty is that of practicality re format changes, and that is one of the major reasons that the televisions are used despite all evidence of lack of proper communication.

McFarland also said that he would really like to see logic taught from the secondary school level on, because of its value.

In all, McFarland, despite all rumours and stories to the contrary was very co-operative and willing to listen to suggestions. It appears almost certain that there will be some changes next year and the most useful thing that all those concerned with modes can do is to contribute their constructive suggestions.



"It happened last year in Modes. They say he fell asleep and just never woke up."

## A view from the bottom of the pile

by Larry Goldstein

Fisher and Crowe, the Laurel and Hardy of the Telegram, (which is itself the joke newspaper of Toronto) commented Oct. 30 on the Secondary Schools parody we wrote.

They said, "The editors of the media . . . have fairly uniformly supported students in the issue symbolized by the teachers' ad". That is an outright lie. The ad was a blatant example of the authoritarian nature of our society and especially of the teachers' efforts to maintain this type of society. And the media . . . need almost all of "adult society" support this society.

Our Society is rotten to the core. . . managed to pollute almost everything it touches. We have managed to sell out the independence of our country to foreign investors so that we can have a higher material standard of living. We spend millions of dollars on materials to burn houses and stand aside while others starve.

We humiliate our minorities and we exploit the depravity of the television commercial. We spend millions on useless obsolete weapons while students grovel for loans and . . . We allow shiny useless edifices to glorify somebody's name . . . built while our library shelves are empty.

Since all these absurdities and more are common knowledge we must ask the question why . . . these obscurities flourish? Either we as a race are irrational or . . . an explanation.

There are some people who read . . . except the former premise and cop out . . . the very thought that it might be true in . . . there is rationality there is hope.

It is the optimists . . . have come to the realization that the . . . authoritarianism and it is this that . . . the media and the businessman . . .

Without an obvious . . . mission by authoritarians the society . . . that if only 2% of the young men . . . there would be no armies.

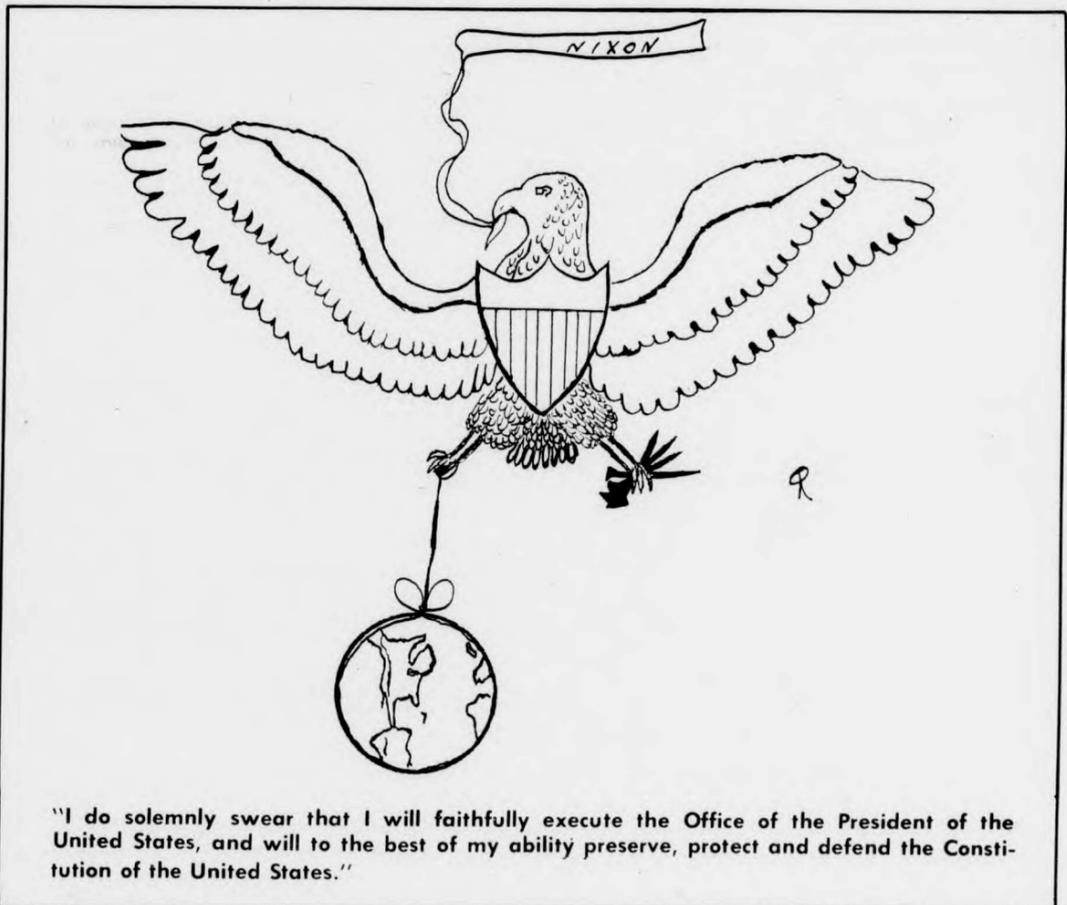
We believe . . . refuse to submit . . . these people cannot be coerced.

The logical . . . to become educated is at the university. Right . . . a cog in the wheels of society . . . injustices would begin to be . . .

The "liberals" . . . where else, are unconscious lackeys of society. They . . . which make things a little more . . . but back . . . with proposals that involve real . . .

Other people . . . are some, but not many, who are against the . . . However, more and more of us are coming to . . . no authoritarian society will defend itself with harsher methods. Understanding this makes us prepared.

Because the problem is partly a generational one, it is to be expected that people like Fisher and Crowe don't understand it. A newspaper that features them, along with Lubor Zink and Mackenzie Porter can't help but try to destroy our idealism.



## Major change in grading system

by Marilynne Glick

The Committee on Examinations and Academic Standards (CEAS) has met frequently this year, but as yet none of its proposed legislation has been presented at council.

As an experiment for this year, it has been decided that the committee shall not rusticate first year students who fail two or more courses at mid-term. The real value of the mid-term grade review for first year students is to be found in the interviewing not the actual rustication.

In future the student with one failing grade will be advised to see his adviser or instructor; the

one with two or more failures will be required to see his adviser or instructors and his college masters.

The former grading system, where the letter grades stood for 100 possible different marks, is to be replaced by a 10-point system. Advantages of this system are that it 1) eliminates the inequities in averaging resulting from the unwillingness of some instructors to use the higher percentages in the A range 2) most other Canadian schools outside Ontario use this system 3) an instructor will not have to worry about the exactness required by the percentage system 4) students would be able to combine half courses from different departments.

Departments will be able to decide independent of CEAS, whether an examination should be held in a course.

For the protection of students, professors are required to tell students by Dec. 11 whether there will be a final exam and if so the ratio of term work to exam work.

Other questions the committee will be discussing are the relevance of the year system versus a system of credits — why can't a student count summer courses? Why can he not take 5½ courses one year and 4½ the next? And an optional pass-fail system. If you are interested in these subjects call me up or submit a brief to 138 Founders, Marilynne Glick (781-4994).

# Lightfoot sings well But oh, those oldies

by Linda Bohnen

Last Saturday night Gordon Lightfoot celebrated making it into Time magazine last week with what must be the most ill-mannered performance of his career.

I thought Lightfoot had reached the height of arrogance last year at Massey Hall when he forgot the words to one of his songs and had to stop in the middle. I was wrong. For two hours Saturday night he insulted and condescended to his audience and gave the impression that he really didn't give a damn about anything except his own ego.

To be sure, the conditions were less than ideal. The Tait MacKenzie gym is no concert hall and the lighting man ought to be lynched. But Lightfoot is supposed to be a pro and most of the blame must therefore fall to him.

The program was typically Lightfoot: ninety per cent oldies with two or three sneak previews from his next album. But the format, after God-knows-how-many Toronto appearances, is beginning to pall. Only one of the between-song jokes, the bit about American Airlines, was new to me; and I don't find Lightfoot blowing into the microphone particularly amusing.

His singing was as good as it always is — Lightfoot, unlike Ochs or Dylan, would be nowhere without his voice — but it wasn't enough to compensate for his lack of soul. Only once, in Canadian Railroad Trilogy, did he move me at all, and I get misty-eyed when they play O Canada.

Lightfoot is in his element in songs of jilted or faithless lovers, like The Way I Feel, and in songs of rivers and railroads, like Early Morning Rain. His mistake was in coming to the city. His intro to the anti-draft song ("I don't know whether they should be there or not . . . Geez some of them aren't even old enough to vote.") only went to prove what I suspected when Black Day in July was released: Lightfoot jumped on the civil rights Vietnam bandwagon strictly for the bread. And who needs an insincere folk singer?

The only thing more appalling than the performance was the way most of the audience lapped it up. The applause after Black Day in July was, I guess, every student's contribution to the civil rights movement. There are enough problems in Canada for Lightfoot to sing about, though, of course, songs about them wouldn't sell nearly as well south of the border.

I went to Saturday's concert in a passion of patriotism, having just read Robert Fulford's This was Exp. I figured Lightfoot was going to be the greatest thing for Canada since Barbara Ann Scott, at least. Well, scratch one dreamer. Time has discovered him; now they may keep him.

# Terry and McGee create ori

by Jeff Plewman

With the pop music market of today being flooded by pseudo-blues groups such as The Cream, Beck, Hendrix and a host of imitators, it is difficult for the average public to discover where the blues first originated. Even fabled blues figures such as B.B. King and Sonny Boy Williamson were influenced by earlier bluesmen that are still alive today but are unrecognized. Two of the best of these early folk-blues artists are now playing at the Riverboat until Nov. 24 — they are Sonny Terry and Brownie McGee.

Unlike the instant success promised to groups today, the lives of Terry and McGee have been torn by handicaps, loneliness, and continuous struggle. It was these hardships not their musicianship that brought them together with their basic yet original style of blues. They sing about wine, women and money because, as Sonny says, "They are the only things in life that matter."

Individually, their hardships have been enough to put any other men on Desolation Row. Sonny Terry has been almost totally blind since he was sixteen and has wandered the streets of New York City for over half of his 57 years. Playing harmonica all this

## Brownie McGee



real blues photos by Jeff Plewman

Some expressive blues guitar playing by McGee

## J.B. ————— A ————— — modern ————— — version ————— — of ————— — you - know - what —

by Frank Liebeck

Back a dozen years ago, Archibald MacLeish won the Pulitzer Prize for his verse play J.B. A re-written version was done on Broadway with Christopher Plummer and Raymond Massey and now the original is getting a rare run at Burton Auditorium this weekend.

Peter Stevens plays Mr. Zuss, or as it turns out to be, God. Mr. David Schatzky as J.B. and Ellen Green as his wife Sarah are the two victims from whom God takes all.

"Look at Me!  
Every hope I ever had,  
Every task I put my mind to,  
Every work I've ever done  
Annulled as though I had not done it."

It is the story of Job, written with a tremendous dramatic impact due mostly to the pounding verse form in which it was written.

John Innes is Nickles, who's reality becomes Satan. Mr. Innes has received the rare honour of being invited to tour with the



David Schatzky as J.B.

Stratford Company next year and gave up the part of Othello which Glendon was producing at Burton next year, to do so. It can hardly be said that York lacks dramatic talent. It may lack audience enthusiasm, but that's not their fault. The people are there. I know it. I saw them all at the Lightfoot concert drooling over the inept hick.

It is directed by Nicholas Ayre. — I don't know if he's a tough director, but he never turns his back on the cast. Soberly though, his fine job on Dylan last year merits the praise that has filtered through the Green Room door in the past.

For three nights, J.B. lives. We're shipping all the people who are still in a state of jubilation in the large gym over to Burton on opening night. There's something happening here, but you don't know what it is, do you Mr. Jones?

"Weep,  
Enormous winds will thrash the water.  
Cry in sleep for your lost children,  
Snow will fall . . .

Snow will fall . . ."

# Julie Andrews in Star! a hit with little old ladies

by David McCaughna

"The Sound of Music", an incredibly sentimental, ludicrous film directed by Robert Wise and starring Julie Andrews has become the most financially successful film of all time, it has even surpassed the infinitely better "Gone with the Wind." Obviously "Star!", a new musical film directed by Robert Wise and again starring Julie Andrews is an attempt to equal the success of "The Sound of Music." S. of M. was bad enough, but at least it had the beautiful Austrian alps as a compensation, whereas "Star!" is over-long, cliché-ridden and inane with practically nothing to relieve the tedium.

"Star!" is based very closely, we are told, on the life of

the singer-actress Gertrude Lawrence who was quite popular in the 30's and 40's in England and America. Gertrude Lawrence came up the hard way (they all do), from the London slum of Clapham to the music-hall circuit, and by struggling and scratching made her way to the very top. She was, we are to presume, a very flamboyant, kind-hearted, electric person.

Robert Wise follows the life of Miss Lawrence from near-birth until her final marriage 12 years before her death in 1952. Between the big, splashy colour segments he has fitted brownish-green documentary type sequences to show Miss Lawrence's development and to give some sense of historical perspective to the film.

These parts are the best and most interesting and provide some compensation from the treacly mish-mash of the rest.

Another token compensation in "Star!" is the fact that all the singing and dancing is done on stage, i.e., when Gertrude Lawrence is in performance. There is none of the all-too-usual film musical technique of having the actors burst into song and dance at the mention of words like 'love', etc. And there are a few rather nice-to-watch musical numbers in the film.

Whether Gertrude Lawrence's life was the typical, golden voyage, or if it has been altered to fit the film and Julie Andrews, I don't know but I'm inclined to believe the latter. For the film

contains just a few too many show-business clichés.

While Miss Lawrence spent thousands on frivolous image-making clothes, residences, etc., during the depression we are told in most un-subtle terms that she was a person with a heart-of-gold who had a social conscience. And she just wanted to bring joy and happiness into the hearts of her fellow mankind.

Then, of course, there is the tension between career and family, with Gertrude-Julie being forced to neglect her child, whom she loves ever-so-much so she can bring to the audiences of the world her stupendous talents. Underneath all this the character of Gertrude Lawrence never emerges as anything more

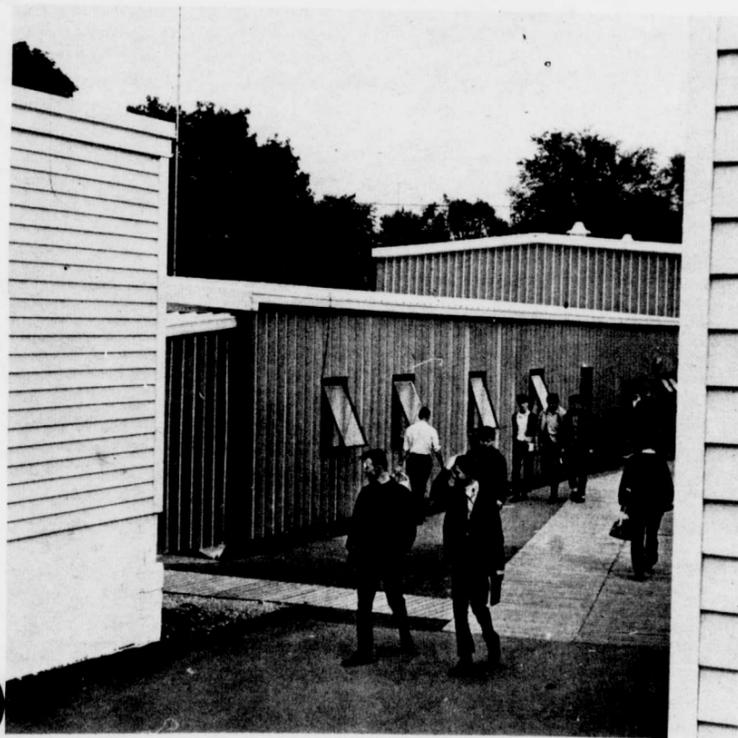
than a somewhat pretty creature on which to hang beautiful clothes (Julie's clothes for the film cost \$347,000).

Just what can be said about Julie Andrews? She is now the veritable female Charlton Heston of the American cinema, with those ever-innocent eyes and quivering chin. She can sing and dance pretty well but as for acting, well, there isn't within her the strength to give the character of Gertrude Lawrence any real bite or depth. Beneath all that sophistication, those rich gowns, even during the drunk scene, we know that she is always our Mary Poppins; our Eliza Doolittle.

"Star!" is a fairly miserable film. It should make a lot of nice old ladies happy.



*Schools*schools*Schools*schools



*Schools*

*schools*schools

## Bilingual De Charbonnel

by Helen Cameron

De Charbonnel High School is an example of bilingualism at work.

Founded in 1952 by les Soeurs de la Congregation de Notre Dame, the school's original purpose was to help French-speaking students retain their mother tongue in an English-speaking milieu. Today, although the majority of De Charbonnel's 155 students are of French-Canadian origin, its purpose has been expanded to that of promoting French as a usable and working language.

The school has advanced greatly from its origins in the Notre Dame Sisters' residence on St. George Street. Today it's situated in a large red-brick house only five minutes from Glendon College. Classrooms, a gym and library have all been added to the original building. And for the first time, this year, portables have been necessary.

Sister Le May, the school's principal, came to De Charbonnel in 1954. At that time, she recalls, it consisted of only 36 female students, 15 of whom were boarders. The school supported itself financially through tuition fees and help from the Sisters.

Eight years later, the school became co-educational and restricted to day-students. These come from Catholic and non-Catholic homes and from all parts of Toronto. Some travel up to an hour and a half by bus to get to and from school.

Most of the classes are taught in French — mathematics and science being the exceptions since French textbooks were unobtainable. Explanations in these subjects, however, are given in French. Students aren't forced to answer in French in class, but most realize that by not doing so, they are defeating the purpose of attending De Charbonnel. Homework too, is done primarily in French.

Recently the Separate School Board took grades nine and ten under its jurisdiction, providing all necessary books, portables and teachers. Thus, for purely financial reasons the majority of the school's students are in these two grades. Grades 11 and 12 are still dependent on tuition fees for survival. Sister Le May would like to see the addition of grade 13 next year, when hopefully there will be enough students and enough room to support another class.

Few of the students speak French at home. Indeed, several are of totally English background. But, says Sister Le May, "If a De Charbonnel student works reasonably hard, the chances of his not being bilingual at the end of his high school education are slim".

De Charbonnel can no longer be classified as an experimental school — it is already, in many respects, a success. After 16 years of promoting bilingualism, it is reaping the rewards. Former students are returning as teachers, and present students are being offered more opportunities for bilingualism through help from the separate school board.



photo: Lorne Colt

Everyone loves a camera

## East End High - a Metro high school where the curriculum fits the students

by C. Mills

East End High School looks like a concentration camp.

How apt! — for most high schools. East End's high wire fences and wire-covered windows are protection from neighbourhood vandals, not bitter symbols of the Secondary School Authoritarianism Syndrome. The forbidding portable buildings which house all but a few of its hops and classrooms are evidence of the urgency of the school's existence.

For thirty-one hours each week, East End High School is noisy with life, as five hundred and seventy-seven "young gentlemen" (as they are always called by their teachers) mould themselves to the high school routine.

Not quite. This high school's routine moulds itself to the students. And these boys are very special students; unable to be promoted into grade nine, most have "transferred" into the first year of a two-year high school. It has been recognized that their aptitudes are manual rather than academic. The course of study involves almost equal amounts of academic and shop courses weighted on the side of the shops.

The academic curriculum is extremely flexible, tailored to students, not the school board. A course may even change from minute to minute as a class becomes restive: the average span of attention is from four to nine minutes. If a book can't hold the interest of a class, a set of new texts is ordered. Books are available in the classroom, but not issued to the students. Why? Here it comes — there's no homework.

On the vocational side, there are eighteen shops, providing training in such varied fields as commercial art, upholstery, electrical wiring, trowel trades, and auto mechanics. In addition, a student may take music or business options. The school has an excellent physical education staff (although facilities are less than ideal) and two very successful football teams.

Principal R. S. McEwen, the

school's head since its opening two years ago, explained some of the prospects and problems of East End High School.

"We want to help these boys become productive, responsible citizens . . . to help them lose the sense of inferiority which results from deep feelings of alienation . . . coming from lower income brackets, many from broken homes, their emotions are very close to the surface . . . they can't be expected not to blow up and use language they hear constantly at home . . ."

For these reasons discipline is very subtle; the policy is to walk softly and carry no stick.

Punctuality and attendance are the greatest problems with teenagers who have always thought of school as a prison, or at best a drag. Understandably, there is a high drop-out rate.

Next to discipline problems, the major area of concern is over facilities. Although the Toronto Board of Education is very generous, more boys want and need to get into East End than can be accommodated. And the "main foyer" does get slightly damp and draughty at times!

Moreover maintaining the current teacher-student ratio of 1:14 will become increasingly difficult as enrollment swells. Mr. McEwen seeks teachers who are "concerned, sympathetic . . . (and yet) have personalities strong enough to hold the attention of a class." Viewing the overall situation, one concludes that what he really needs are M.S.W.'s with training at O.C.E. and maybe Aylmer!

The most striking aspect of East End High School is its atmosphere, characterized by an almost incredible degree of mutual respect between teachers and students. One is surprised at the amount of banter and "back-talk" in most classes. Administration and faculty alike seem to have a sincere concern for the welfare and growth of the students.

Well! A student-centred, non-exam-oriented school, right here in good ol' Metro! Imagine that!

Bet you can't.

## The three R's Muskoka style

by Stew Smith

In the last few years, the years beginning the technological era, much has been said about the changes needed by our educational system. Unfortunately very little is ever done, but it sure is a good way to get elected. It appears that on a public level it will be a long time before anything that is radical, in the form of a new shaping of the system, is done. At present all the changes that can be made are on the shoulders and consciences of those who have stepped outside, the state system altogether.

One of the best examples of this is Muskoka Lakes College. It is a private school and therefore is relatively free from the weight of officialdom. It is an experiment that has not reached a conclusion but has settled upon many methods.

MLC was set up in 1966 as an attempt to allow the poorer students in the regular systems an opportunity to prove and improve themselves academically and emotionally. It was not felt that these students were slow or emotionally screwed up, but that they were simply unable to evolve into their full potential self in the schools provided by the state.

In establishing MLC, James Allen chose a group of exceptionally intelligent flunkies, an equally dedicated teaching staff, and a summer lodge in the Muskokas, six miles west of Bracebridge. The ingredients were ready, now came the mixing.

When the students first arrived, the scene was unbelievable. Everybody was smiling, teachers and students were talking, playing pool and insulting one another, doing all those things that are supposed to come to an end on the first day of school. The students were told that they would be under no regulations whatsoever and that if regulations were to come, due to necessity, they would be reached by a mutual agreement of staff and students.

The scene was cool.

**"Twenty years of school, and they put you on the day shift" — Bob Dylan**

Unfortunately it was a little too cool.

It was soon apparent that no work was being done at all and that the students were spending most of their time telling each other lies about themselves. Remember, these were ordinary kids. Some kind of solution had to be reached. In order to do as promised, with an agreement between staff and students, the latter had to form some sort of official body to decide what its stand would be. With the help of the staff the students formed a democratic state within the school under which each person would have an equal say in what

was to be done. They decided to meet every week, and did they ever. Everyone got their turn to speak and speak and speak.

The students received their first benefit from the new system — they learned that true democracy, in its originally conceived state is too impractical to work in any effective manner. They were able to reach some kind of conclusion about the lack of book learning that was going on though. Classes, which were already set up but not attended, would be frequented until a student could prove that he was progressing in the subject, and then he could skip all the classes that he liked with only an occasional reappearance to prove to his tutor that he was still on top of his subject.

**"Now if the students are encouraged to think for themselves, we may call the man a good teacher." — Confucius**

The classes themselves were unique for this country in that they were composed of seldom more than six or seven students, a tutor and all the relaxation that one could possibly imagine. The sort of arrangement where one would have his feet up on a table, a cigarette in one hand and a bottle of pop in the other, while telling his tutor that he was out of his fucking mind. Haven't you always really wanted to do that? You should have because it makes learning from the man a lot easier.

The courses that were studied were the conventional ones but they weren't done exactly the same way. Things like grade 13 English were finished about half way through the year so that more meaningful work could be done in books that the students wanted to read and understand. When last year the province relinquished their right of choosing courses and setting the grade 13 exams the students at MLC really had a ball. Now they were a full voice in deciding what was to be studied and what was to be discarded.

About two months after the school was established a disaster hit.

A few of the lads had decided that it was time to get high, and what better place to do it than at the house of one of the teachers. So with bottles in hand they went through with it. The outcome was that the barrier between staff and students could not be totally removed because in doing this party-bit both had threatened the school with suspension by breaking provincial laws. The Utopia had ended. Now there were those who taught and those that listened. The school continued though in very good spirits with an understanding between all that this was a for-real place, a place that for some would be their last chance.

Now MLC has almost fully developed a set of unwritten laws that allow it to exist as a community. The kids and the staff live with one another in a relatively calm atmosphere in which learning, both academic and the real stuff goes on from the time one gets up until one falls into bed exhausted at the end of the day. Here learning has become so important to the flunkies of the other system that they

*continued next page*

continued from page 10

will not let it be a nine to three o'clock syndrome. This is the real value of MLC, that it instills in the students a pride in themselves as whole people not just in their prose in bed and on the playing field.

This quality that MLC emits is one that does not stop its effect when the student graduates but goes out into the world with him. Just by looking around this university it is easy to see that not one hell of a lot of people who have come through the regular way really have any desire to learn much more than a new hand at bridge or a new line that is sure to knock the girls dead.

What MLC started out to do is a long way from being completed but the experiment is being carried on by concerned individuals, at the risk of their professional necks. This seems a little odd for a country that claims advancement.

Unfortunately, for the government, schools like MLC will at least prove that there is a better way to educate than the business-minded production lines that are in operation today. Children are more than products to fill the needs of business. They must be able to find for themselves something of intrinsic value to themselves.

The state fails miserably to provide its children with the tools to achieve some value.

MLC provides the tools.

## Everdale's solution

by David McCaughna

"Less frenzy, less insecurity in birth pains of a new venture. More joy. More noise, perhaps, but more jubilation in that noise." Thus the 1968 bulletin of Everdale Place summarizes the first year of that local, experimental school.

Essentially, Everdale, located in an elderly farmhouse near Hillsburgh, Ontario, is a unique type of learning situation in which children learn what they're ready for in an environment which they help to create. Pattered after A.S. Neill's Summerhill School in England, Everdale centres about individual responsibility, creative projects and a much higher degree of rapport between staff and student than is commonly found in traditional educational institutions. Faced with such wide range of choices as cooking, dairy farming, bee raising, vegetable gardening, printing, auto mechanics and carpentry, etc., the Everdale student has a chance to develop his own unique talents in a stress-free environment.

Under the heading "What's Wrong with Public Schools" staff members at Everdale state:

"Children are not educated in public schools — they are processed. Most real education they must get from 'classrooms without walls' — from their families and friends, from chance acquaintances and enemies, from streets and back alleys, songs, transistors and television, from games and gambles."

Perhaps a set-up such as Everdale has is part, at least, of the answer to the vital question — "What's Wrong with Public Schools?"

## Instant school at Super-school

by Don Richardson

In July, 1968, a 17 year old girl approached Rochdale College to gain admission. The college felt she was too young to enter but suggested if she was intent on studying in a 'free school' milieu, why didn't she set up her own school. And, believe it or not, that's exactly what she did. Other interested students were contacted, who in turn, contacted others; before long Superschool was born.

Now in its fourth month of existence, Superschool has an enrolment of twenty-two students ranging in age from five to twenty years. The projected enrolment will not exceed this number.

The students were in charge of organizing the first tentative steps. Together with the willing assistance of their parents, they have succeeded in establishing a viable alternative to the antiquated public education system.

Situated at 198 Beverley Street, in an immense old house, the school is in close contact with all the educational facilities of the downtown core. The eleven residence students live two blocks south of the reference library at St. George Street and College, and are within easy access of the City Hall, Yonge Street and the downtown Toronto area.

Superschool received a \$1000 grant from C.U.S. and hopes to receive another \$6000 from universities and other institutions of higher learning in and around the Metro area. Apart from this, the school is carried financially by the students alone. The Ontario Department of Education regards Superschool merely as a private institution and thus gives no assistance. Students pay \$400 tuition and \$600 residence fees.

The school is under the direction of a congenial and intelligent young couple, John and Jane Ashby.

Superschool's philosophy is the educational development of the student as an individual and as a free human being. The students and full-time staff meet weekly to decide school policy, courses, redecoration of the building and so forth. Here, as always, the students have the final say. Major financial decisions are, however, handled principally by the staff — John, Jane and two other full-time resource people.

"Resource person" is the term replacing "teacher" for at Superschool the emphasis is on the exchange of ideas and knowledge. The students decide what they want to study, then inform

the staff of this decision, who in turn contact a resource person interested in this field. The resource person then notifies the students of the time and place of the discussion by means of a bulletin board. And then it's up to the student — if he's interested he'll attend; if not, he's free to do as he wishes. The discussion lasts as long as the students and resource person wish.

At Superschool there are no resource people with P.H.D.'s teaching pass courses in Nat. Sci. 171 merely because the administration decrees such. Nor are there any students taking boring

... there is always the temptation in large schools to omit the endless task of meeting the wants of each single mind." — Ralph Waldo Emerson

subjects simply to fulfil B.A. degree requirements. Similarly, there are no office detentions, no notes required for absenteeism, no "Up Stairs Only" signs, no dress and grooming regulations. The competition syndrome is unheard of at Superschool. Students learn in order to acquire knowledge, not to be superior academically to others.

What qualifications, i.e. degrees, must the resource people have? One student simply replied, "They are people".

With only a four-month history behind them, there are as yet no plans for "testing" at Superschool, or for exams of any type. But according to one of the resident students instrumental in setting up the school, such a plan will probably have to be devised. The Registrar at The University of Toronto says Superschool graduates may write the college entrance exams to U. of T. provided some numerical system of grading is established at the school.

There is no danger of students leaving Superschool without having studied English, History, or any other 'high school' subject. Since they are there for the sole purpose of learning, most students invariably touch upon a wide range of subjects. For example, one resource person from the University of Buffalo gives a course in sociology. He says he frequently leaves with notes since the students themselves often suggest ideas he had never thought of. Another resource person is an authority on Zen Buddhism. The range of topics is thus extremely varied.

The students I spoke to, as well as the staff, expressed great enthusiasm for the Superschool system. One student had left a suburban high school in favor of Superschool. He was satisfied and pleased with his decision. The parents too, for the most part, give their full support to the school's new approach to education.

Although certain teachers in Metro high schools express violent opposition to the school, staff and students are planning optimistically for the future.

## A step toward change at Oakwood Collegiate

by Frank Liebeck

Mr. A. E. Hobbs. The principal of Oakwood Collegiate. I asked him for an interview and he agreed. That's better than I had done in the past. You wouldn't believe some of the other answers that had been lately tossed at me. No, not a word of it.

One obviously cannot see if a trend is taking place by merely regarding the processes at work in a single high school. There are. I sincerely hope, others where a larger degree of participation and teacher-student communication exists. But even if the almost inconceivable does reign, that Oakwood is alone in its liberal attitude, then it can still be said that at least there is one high school trying to create the three-dimensional student.

Let me begin by saying that Mr. Hobbs had arranged something of a seminar for the interview, which provided for a more complete and entertaining afternoon. Just this initial set-up shows his philosophy more than an hour of probing would have. He has a respect for the intellect and ideas of the student and an earnest wish to present a sound and entire picture. The seminar consisted of two teachers and three students, besides the two of us. The students were soundly intelligent and establishment, and their morals and attitudes, they thought, were pretty well formed by now. And there we were.

I learned above all that the principal has more say in creating the type of school he wants, than is normally realized. He has almost complete freedom in choosing his faculty. Only the lack of teachers in certain fields (maths and science mostly) hinders him. Besides scholastic standing, he looks in his applicants for the warmth which creates the ability to communicate in a classroom. If the applicant is more of an introvert, and a fair judgment is difficult to arrive at, the principal then must take a more standard approach.

My primary motive in this seminar was to try to discover if the methods and purposes of "free schools" could possibly be one day integrated and utilized into the public high school system. But free schools demand that there be relatively few students per teacher. High schools have about thirty-five pupils for every teacher, which destroys individualistic teaching. But what has been achieved is the periodic removal of the student from the routine environment of the class-

room, more so than has been done in the past. It ranges from hearing weekly speakers to visiting places connected with the curriculum. For example, in the "Man and Society" option which a student at Oakwood can take, he will visit Don Jail, and go right to the heart of the problem of maintaining order in modern society. The course relies on a strong tie being maintained with the community in order that the student become more involved in the course — and its purposes.

But free schools also remove the teacher to a certain extent so that the pupil can develop his talents and interests independently. One of the students in the seminar remarked that perhaps this is the area in which the high schools could approach more closely free school philosophy. Firstly, the teacher's role would be altered to allow the student to proceed along his own intellectual lines. Secondly, and though this was not mentioned at the seminar it comes to mind nevertheless, the teacher as a disciplinary factor would eventually be removed. This could only come into being if the child were taught early in his education to maintain his own discipline. The three students whom I met already had this ability, though they were no doubt exceptional.

Mr. Hobbs mentioned that at a previous assembly, to which a speaker had been invited to speak about crippled children, several students from grade thirteen had not attended and gone instead to a restaurant. The chap on my right, and the other girls as well, agreed that they had felt morally obligated to attend, and they condemned the actions of those who had not. I mentioned that in a year or two it would be demanded of them, in order to put across a point of self-determination, that they leave a lecture or an assembly if it proved to be ineffectual. That remark didn't go over too well. "Who would demand this?" one of the teachers indignantly asked. Did she want names?

"The students around them" I said.

But what about the exceptional student, the one who probably manages to squeeze out of thirteen and into university? He's the one who gets his doctorate, but in high school disrupts the status quo. That one wasn't so easy to work out. In high school he is tolerated, perhaps left alone to continue in his ways. That one was left murky. Probably as much a fault of my question than anything else.

# Montessori schools: children do what they want, and learn quickly

by Steve Gilbert

The building is small both in height and width. The halls crowd in on you when you enter. But as you watch the children arriving, being escorted in by their parents, you are aware that this is no ordinary school.

It is in fact, a Montessori school. Such institutions, are world wide in nature, the brain-child of one educational rebel by the name of Madame Maria Montessori.

Madame Montessori began her career as a teacher in the late 19th century. By profession, she was a physician, a graduate of the University of Rome. This brought her into contact with some mentally retarded children who were considered uneducable. Trying out her own method of instruction on them, she met with great success. They performed as well on examinations as did a group of normal children.

Through this success and through her work with the children of the lower classes, Madame Montessori formulated a new, quite distinct educational system based on the psychological tendencies of man.

She toured North America in the early part of this century lecturing on this system, but, although Montessori schools had sprung up rapidly throughout western Europe, it was 1950 before they were successful (in Washington D.C.) on this continent.

Helma Trass, whom I interviewed last week, introduced Montessori to Toronto in 1961. Since that time two schools have developed in our city.

Mrs. Trass informed me that the main objective of these schools was to prepare a child for life, by allowing him to educate himself in the environment of the classroom. In the junior school (Casa de Bambini) children of ages 2 1/4 to 6 learn the basic fundamentals: tying shoes, spelling, adding, all through the use of various props in the classroom quite similar to those used by kindergarten teachers in normal schools. Thus, the child becomes self-sufficient through personal experiment and achievement.

Montessori teachers are not specialists in any particular subject. University degrees are not compulsory but it's preferable that they have a number of years of experience. Young teachers are accepted, however, as I discovered when an attractive, mini-skirted English girl interrupted my interview to speak with Mrs. Trass. All teachers must take a course at the Montessori Teacher's College in Washington or the one in London. Some are also selected to take advanced courses in Bergamo, Italy. The staff is about 95 female and mostly of English origin.

Teachers do very little actual instructing. Rather they aid students by answering any questions that might occur as a result of a

child's individual investigations. Naturally this necessitates at least a general knowledge of all disciplines on the part of the teacher.

Mrs. Trass informed me that because the standards are high, the Montessori system has encountered certain teacher recruitment problems in the last few years. However, programmes sponsoring teachers taking Montessori courses have been introduced in an attempt to alleviate these difficulties.

Students, in contrast to their teachers, are not subject to such high standards. They learn at their own rate, through the maximum utilization of their senses. There are therefore no real lagers or slowpokes in the system.

Children are accepted into the Casa as long as they are toilet trained and do not unnecessarily disturb the environment of the classroom. There is no religious preference exercised. Tuition, however, is the stumbling block for many parents. In round figures it costs \$500 for a child to attend the junior school on a half day basis and \$750 for a full day student.

When I asked Mrs. Trass if the children had any difficulty with admission to ordinary schools, she answered by way of an example. Apparently, the parents of a Montessori student in Toronto's junior school had decided to transfer him to an ordinary public school, most probably because of monetary reasons. The public school, however, refused to accept him till the following year. They had deemed it necessary (due to his high level of knowledge) to put the student in grade three (yet) since he was only four years old they had felt personality conflicts might result with other students. This child had attended Montessori for only 2 1/2 years.

Though many Montessori students run into problems such as those of the boy just mentioned, most of them perform above average on achievement tests and are eventually able to enter the regular school system.

The future of Montessori schools in Canada seems uncertain. At present they are undergoing limited expansion. Financial problems are always ominous. Although their teachers receive the same salary as those in regular elementary schools, I got the impression that the recruitment problem is becoming acute. This plus the absence of Government grants (since Montessori is an international organization) hampers progress.

However, the devotion of the teachers is admirable. One of them, Mrs. Audrey Sillick by name, told me that she had been continually frustrated teaching in the regular school system, but that she had found new hope in Montessori and wanted to devote her life to it. This sort of attitude, will no doubt make this free school a dominant influence in the future of many educational systems.

# Rochdale flops

by Frank R. Rob

Certainly you've heard of the place. It's been in all the best newscasts, and all the most avant-garde journals. It's even the 'in' thing at cocktail parties among professors' wives.

But it doesn't work.

Somebody moved the old Rochdale office out of its cubbyhole on Huron Street, and put them on Bloor. Rochdale went from a fine hangout to a sleazy chrome boutique in one giant step.

The idea of Rochdale grew out of the lack of housing for students in the city. Interested parties set up co-operative residences in houses, and the idea of communal living flourished.

But then the idea grew, and became a concept whereby those in the co-ops decided they could educate themselves. So they set up their own college, and called it Rochdale for lack of a better name, and they had done a good thing in small houses.

But then they decided they should expand, and encourage others to 'cast off the shackles of university', and join them.

They touched a soft spot in the stone hearts of the right financial moguls, and they financed a high-rise co-op, just off the U. of T. campus.

Then they opened this fall, and things really got moving. They drew from every weird little corner of society as these are not admission restricting at all, and the present resident student population consists of a real mixed bag of draft-dodgers, high-school dropouts, and professors with long hair and beards. In fact, Joe McCarthy would have had a ball.

But with the volume came the coldness of a new institution, and this is crushing all creativity in favor of a more uniform and mediocre output of slop.

Even the leaders, those who pass themselves off as 'resource people', are at heart becoming cold and calculating in their creative endeavours.

One of the many chiefs, Dennis Lee, originally liked the idea of a non-accredited college, but it's gotten out of hand, even for him.

The college itself is run entirely by the inhabitants, and is best known not for its creative output, but for its wild parties that seem somehow to be immune to legal intervention.

There are still a few hard-core intellectual spirits about, but they can't keep pace with the hedonists.

The college has a registrar and a treasurer, and even some other people in authority, but it's a pure commune, and it's a real wild place to live.

The idea of a co-op has been squashed by the residence fees, and the thought of creative freedom has been put aside in favor of mass participation.

The college gets good press through the C.B.C. and Time Magazine, but for what it does, it deserves nothing more than extinction.

Those who go there now as full-time students will find themselves out in the cold in a couple of years when the fun wears off.

A pity that such talent and youth is dying for no good cause.

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HEAD OFFICE: MONTREAL

# Original folk-blues at the Riverboat

## Sonny Terry



Sonny Terry wailing away on harp.

time, he has depended on the honesty of other people for him to make money from his music.

Terry's harmonica style is unequalled in blues today. One might think Paul Butterfield or Stevie Wonder are better, but they are products of the new sounds in music and rely on strong amplification to gain the effects they want. Terry has been playing his style for forty years and needs nothing except two hands and a mouth to produce the most intricate and exciting effects.

Just as distinctively, Brownie McGee comes on as a blues musician who has forgotten more about blues than most people will ever know. Like Sonny Terry, 54-year-old Brownie had his hardships, as a child he was struck with polio. He still walks with a distinct limp. He met Sonny Terry in New York in 1939 and the two of them travelled in the company of Pete Seeger, Woddie Guthrie, Leadbelly and Josh White when they all tramped the streets singing for nickels and dimes.

Again like Sonny, Brownie's guitar work is unique. Because there are just the two voices and instruments, Brownie must play rhythm and lead at the same time. The guitar becomes a new instrument when one watches Brownie McGee. There is never

any repetition, no boring chord structure behind Sonny's wailing harp. Instead there is an intricate balance of the two instruments.

Even with all this virtuosity, their music belts out with a kind of simplicity that has been almost lost in today's music. Perhaps it is their honesty. They are not pressured by commercialism because they are totally non-commercial musically and personally. They are like antiques: they may be old and battered but they become more valuable with age.

For Sonny Terry and Brownie McGee, the blues has made their suffering more endurable. The pain and the loneliness is there but always in relationship to a pride, a self-respect, and a humour about themselves. They are two very dignified old men who have a vitality and zest for life and music that is missing in most of today's musicians half their age.

## Iron Butterfly

by Patrick Kutney

The music of the Iron Butterfly can best be described as psychedelic trivia. Their performance was amateurish and repetitive; but, if anything, the Butterfly were amusing. They went through a variety of contortions and writhings in an effort to act like they were involved in their music. The high point of their performance was when the bass player slipped and fell on his ass.

Despite their lack of talent, the Butterfly drew the largest crowds ever at the Rock Pile. It is a sad reflection on the taste of pop fans in Toronto that they will come in droves to see and listen to a talentless band like the Iron Butterfly while they shun the musically talented Ars Nova like the plague.

What really bugs me is the fact that a band of the Iron Butterfly's calibre can command a fee of \$5,000 for a night's work while creative, proficient Toronto bands like Transfusion, the McKenna Mendelsson Mainline and the Raja dwell in relative obscurity.

The Iron Butterfly is nothing more than a typical west coast acid group (which isn't saying much). Contrary to popular belief, there is very little that has come out of California that has been of much worth.



photos by Jerry Shiner

Organist Doug Ingle and Bassist Lee Dornan

WHO? WHAT? WHERE? HOW? WHEN? Send all notices to On Campus Column, Excalibur, Room T42, Steacie Science Library.

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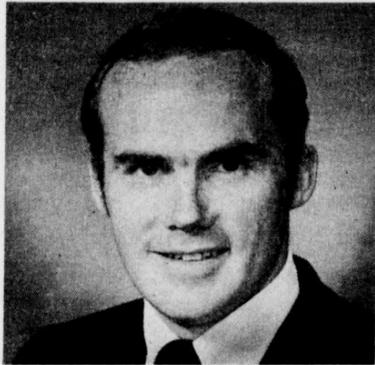
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## Your biggest worry about a career in retail merchandising is that you'll get stuck selling socks.



G. R. Hamilton graduated from the University of Manitoba with a Bachelor of Arts degree in 1963 and joined the Bay as a trainee in Winnipeg. After several key positions in Winnipeg and one in Saskatoon he is now Department Manager of Women's Dresses & Brides' Shop in Winnipeg.



L. Cossette graduated from Laval University in 1963 with a Master of Commerce degree and joined Henry Morgan & Co. Ltd. as a Management Trainee in the Main Store. He is now the Manager of the Boulevard Store in Montreal.



A graduate of the University of Western Ontario with an M.B.A. degree—C. D. Durrant joined the Bay's Vancouver Store as a trainee in 1966. Today he is Department Manager, Budget Store Children's Wear Boy's Clothing & Furnishing in Vancouver.



C. G. Best who is a Bachelor of Commerce graduate joined the Bay's Winnipeg Store as a Merchandise Trainee in 1965. Through a rapid series of key positions he is now Department Manager, Men's Furnishings, Boys' Wear, Regina.

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And train you properly. In fact, flunk our Preparatory Merchandising Course and you can forget about management prospects. We're not kidding about developing *management* material.

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A representative of The Bay will visit your campus soon. Set up an interview through your Placement Officer.

Or write:

The Manager, Recruitment and Employment Canadian Committee Office, Hudson's Bay Company, Hudson's Bay House, Winnipeg 1, Manitoba.

the Bay

# Grill wards off starvation

by Anthea Snell

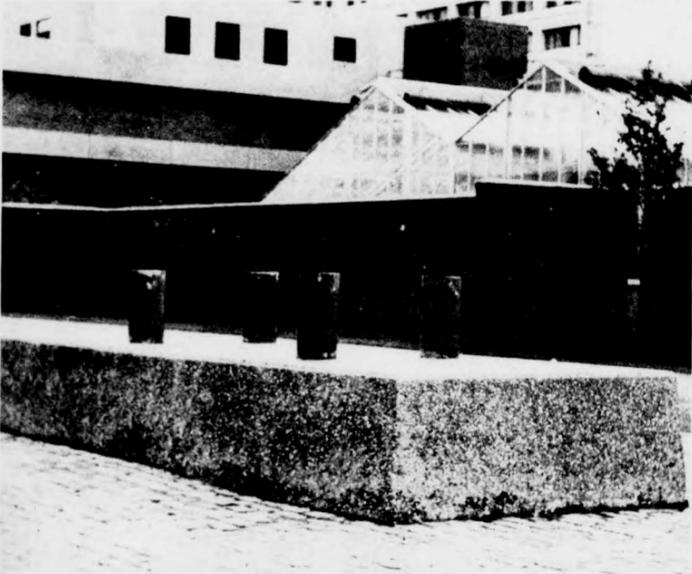
To help combat the problem of students missing lunch due to this year's time table changes, construction has been started on an outdoor barbeque.

The grill, being built beside Lecture Hall No. 1, is designed to provide a snack bar service for students on the way to class.

The menu will be limited to hamburgers and hotdogs, said a Versafood worker. Service will naturally be restricted to the warm weather months and will probably commence next March or April.

In the meantime, keep swallowing those vitamin pills.

Mike Jordan



Dave Cooper

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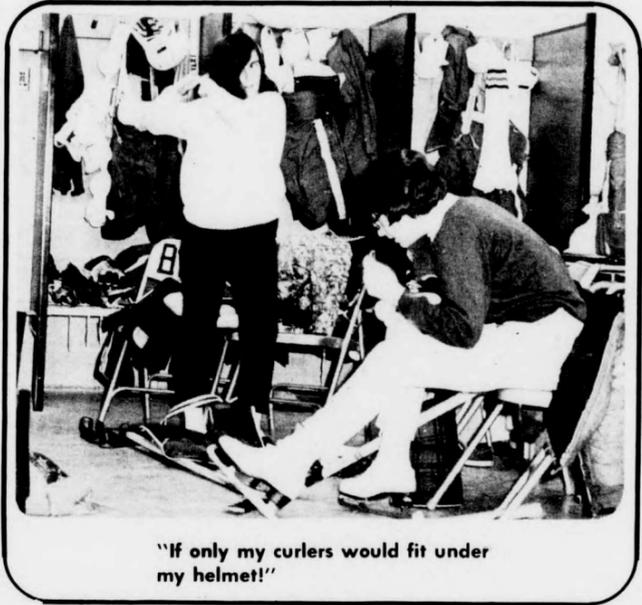
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# Happiness is a hockey stick

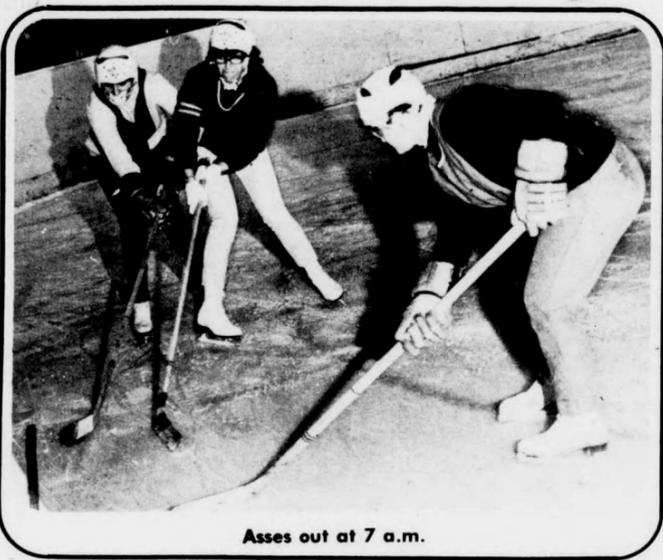


"If only my curlers would fit under my helmet!"



Cheer up — it's only 7:30 a.m.

photo essay  
by Scott McMaster  
*(so! that was the guy ogling us at 6:30 in the morning)*



Asses out at 7 a.m.

## 'We start at 6:30 a.m. . . .'

by Ruth Ann Whipp and Anne Wright

*It's 6:30 a.m. and just getting light. Twenty-three girls in all parts of Toronto are turning off their alarm clocks. They dress quickly in warm sweaters and ski pants, knowing they have to be at the York arena within an hour.*

*By 7:30 a.m., armed with skates, helmets and hockey sticks, the women's ice hockey team (give or take a few late-comers) are straggling into the ice rink.*

*Crazy, huh? Crazy to want to play hockey at this ungodly hour, knowing that if you miss one practice, you'll be cut.*

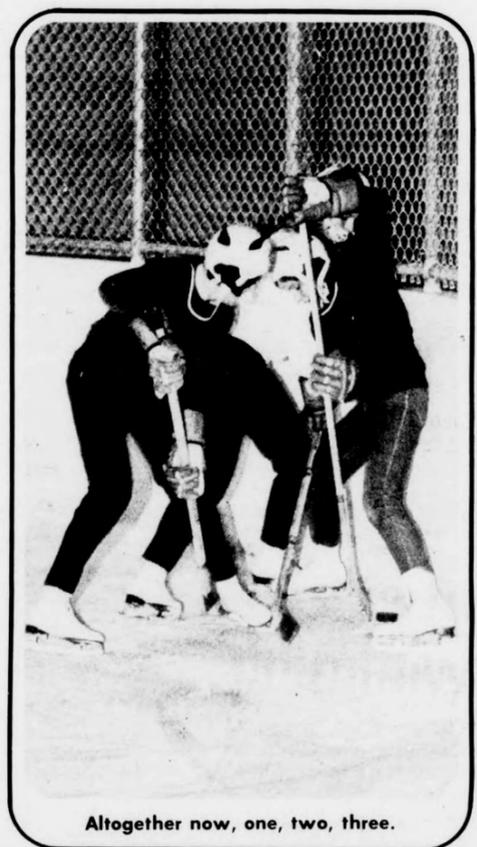
*But the enthusiasm's always high as they enter the arena — their footsteps echoing on the cold cement floor break the crisp morning air.*

*The dressing room door opens and the sound of laughter escapes into the arena.*

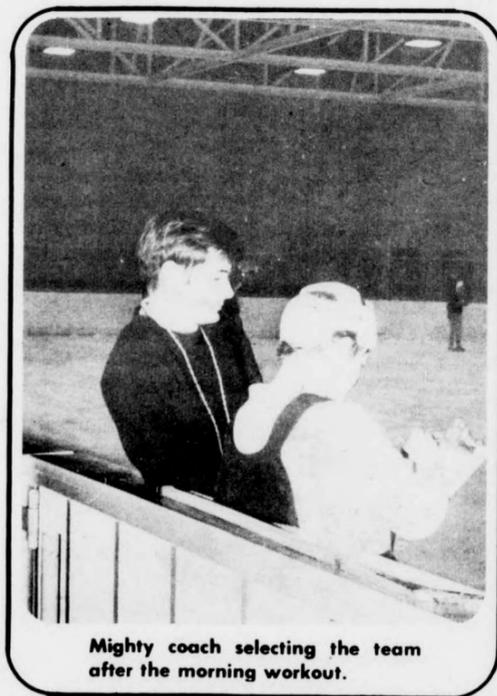
*It's only 30 degrees. By 8 o'clock, the dressing room's empty and the whole team is on the ice ready for a two-hour practice.*

*Coach Fenton cracks the whip and the workout begins. Sprints between the blue lines, stops and starts, backhand shots, forehand shots have the girls begging for mercy after the first hour. But it's not enough and the practice goes on. Line drills take place and then it's on to practice games with the girls determined to score.*

*At 10 o'clock the "tyrant" says practice is over. The 17 girls to play in the next inter-university game have just been selected on the basis of their morning workout. Dragging themselves off the ice, they stumble into the dressing room, all laughter gone. Wearily they take off their equipment and one by one slowly leave the arena.*



Altogether now, one, two, three.



Mighty coach selecting the team after the morning workout.



"Thank God it's over".

## Smith first in Canada

### Harriers do York proud

Looking out towards the Phys. Ed. Building at around 5:00 p.m. on most weekday afternoons this fall, you may have been slightly amused to see a small group of athletes clad in faded red sweat-suits running off into the cool of the evening for their daily training session.

If you did, you were lucky, because you had just caught a glimpse of what was probably the most talked about and feared team that York has ever fielded in its short history.

That little group running madly down Steeles Ave., York's cross-country team, was the most elite group of athletes ever assembled under the modest banner of the York Yeomen, and were probably the greatest sports story ever to hit this campus.

Coached by Dr. Bryce Taylor, the team was born soon after registration, with Dave Smith, Roger Landell, and Bob Hood, all former team members as the nucleus.

Around these clustered a bunch of new-comers of whom Ian Deslauriers and Lorne White were eventually chosen to run on the squad.

Later the team was filled out by the signing on of Doug Glover and John Blackstone, both of whom were coaxed out of retirement to run for York.

The team started slowly, almost painfully, losing its first two meets to other universities. At first it could not work as a team. The abilities and personalities were too disparate.

Training brought the team closer together; a spirit arose, and they began to win.

Finally in October at Brock University, they did what few people outside the team itself would have suspected possible. Here they easily won in their zone, and qualified to run in the National Championships.

In the following weeks the other zone championships were decided U. of T. won in the west; U.N.B. won in the Maritimes; R.M.C. in Ottawa. And finally York's arch-rivals upset Toronto and Waterloo was in the Nationals, to take place in Halifax on November 9th.

One of the team members, Doug Glover was very ill with flu the night before, and this didn't help the team's effort at all.

At no point in the day did the rain let up, but this didn't stop Dave Smith from taking the lead, closely followed by Roger Landell, both of whom were scampering as if the very Devil were chasing them.

They fought off a determined effort by Waterloo's Paul Pearson to place first and second for the Yeomen. Ian Deslauriers finished 23rd, and John Blackstone finished 26th. Doug Glover managed to salvage 24th place despite his severe illness.

York came out third overall behind the University of Sask and Waterloo.

## B-ball team will improve, we hope

by David Crocker

York Yeomen kicked off the new basketball season last week with a win and a loss. St. Michael's College were victims of a 69-54 score before York was

trounced 80-35 by Carleton University. This reporter hopes that these two games don't set the standard of York's play for the rest of the season.

It must be remembered, of

course, that these two contests were the first of the year for the Yeomen and they were exhibition games at that. It may take the team a few games to find the range. Hopefully, their play will improve as the season progresses.

In the first game the outside shooting of Gord Burns gave the Yeomen a slim 29-21 half-time lead. If Burns had not displayed this hot hand, who knows how far behind the Yeomen might have been? Burns potted 11 points in the first half of the St. Mikes game.

The team showed sparks of improvement in the second half of this game. They controlled the ball with much greater authority. They didn't panic under St. Michael's full court press. They scored 40 points. At the final buzzer Burns led York's scoring with 19 points. Chuck Gordon sank 18.

One of York's glaring weaknesses showed up in this game. The leading scorer was St. Michael's Tony Laggia. He potted 23 points. Laggia is a tall centre; York has no one to stop a big man under the boards. Laggia and his team-mates also picked off the lions share of the rebounds.

It was seen on Saturday afternoon what a good team can do to the Yeomen. The score more than indicated the tempo of the game. York just wasn't there.

In short, these first two games formed a less than spectacular debut for York's new Yeomen. York showed little hustle and less inventiveness. It's only the beginning, however; there is a lot of improving to do but there is also lots of time to effect change.



Caught it!

by Scott McMaster

## Great start in swimming

by Sue Fretts

Ten universities competed at McMaster university for top honours in speed swimming and diving last Saturday.

Out of all the women at York, there was only one representative on the speed swimming team. Janet Nash was not only alone on the team but alone on the scoreboard in her three events.

She placed 1st in the 100 metre free style, 1st in the 100 metre butterfly, and 1st in the 200 metre free style. Yet York did not place in the final standings in the speed swimming because only one girl competed.

It's not too late to give her some help. Out of 2500 girls someone must swim.

In the diving competition Elisabeth Austin placed 2nd and Lynn Payton placed 13th. York captured 4th place in the over-all diving standings.

York women did not have a speed swimming or a diving team last year. They have started this year off in a great way. Our congrats — and keep it up.



by Scott McMaster

Memories, Memories . . .

## Womens Sports Briefs

### BASKETBALL

On Mon. Nov. 18th, the York women's B-ball team heads to Ryerson to play the refugees.

### ICE HOCKEY

Another 8:00 a.m. practice. On Wed. Nov. 20th the York team is expected to be on the ice at 8 in the morning. Be on time or . . .

### VOLLEYBALL

Along with the basketball team, the York women's volleyball team leaves the great land of York and travels down to Ryerson. The game is on Mon. Nov. 18th.

### LATE REPORT

The basketball and volleyball teams did not fare well in Hamilton last night. They both went down in defeat to McMaster in their first games of the season.

## Ruggering yea, singing nay

Sorry folks, but your Rugged Team came out second best in their league. Severely handicapped by fatigue acquired the night before, York travelled to Kingston on Saturday only to default a match to Queen's.

This most unfortunate incident occurred as a result of a whole piss-pot of confusion, but it did

result in York coming ahead of McGill and R.M.C. in the final standings.

This year's team was, in everybody's estimation, the best York has ever turned out, and did extremely well in the face of rough opposition.

The team was well-balanced and very highly spirited, but it

suffered somewhat from lack of depth and injuries.

A great debt is owed to Dick Gaeter, former coach of Toronto, and to Les Keith, beer-drinker and crap-disturber extraordinaire, for their patience and work on the team. Also, of course, thanks go out to Larry Nancekivell, who has been the Rugged runner at York for a long time.

The Rugged team's glee club entertained a packed house in the Cock and Bull as a part of Festival, and their voice training and lubrication showed up superbly in their vast repertoire of popular hits.

Rugged returns in the spring, and there will be a lot of open space on the team, due to a flock of graduations. If you are interested, please contact Larry Nancekivell in Phys. Ed., Simon Elmsley in Founders (F406), or Terry Hunter in Winters.

## Yeomen choke out again

Sunday afternoon, the York Yeomen (soccer, you idiot) were upset by Scarborough College by a 3-2 margin.

Scarboro jumped into a 2-0 lead in the first half, as the Yeomen tried to work off their Festival hangovers.

But in the second half, York displayed a fine passing attack, and received goals from Wayne Purdon and Gus Falcioni. But the gay guys retaliated real quick, squeaked one past goalie Cosentino, and they won; we lost.

Several key players were missing from the York lineup, but Lord was credited with setting up both York goals.

Captain Joe Simeone and Byron Stevens were defensive stand-outs for our side.

The final game of the season today against Erindale College here at 3:00 p.m. Be there.

## York in College Bowl?

by Don Irwin.

Your favourite Men's Intercollegiate Athletic Council is making arrangements to enter York into the College Bowl festivities on November 22.

Mind you, York isn't playing this year, but it soon will be if Nobby's ideas ever come about.

Plans are being made to enter a float in the parade, and a York Queen in the battle of the beauties.

The council has purchased a block of 125 tickets for the game, and it should be the best in Canadian college history.

This Saturday, Queen's play Manitoba and Waterloo meets St. Mary's in a playdown. The winners of each will meet in the finals.

The game is in Varsity Stadium on the 22nd, and is followed by a street dance. All proceeds go to the Canadian Save the Children Fund.

Tickets are on sale from any M.I.A.C. rep, or around the colleges, and they cost \$1.50.

## CONTEST YEOMEN

The name for all future teams on the Varsity level has been selected. They are now "Yeomen". And besides your active support, all they need is a design for identification.

Something simple, and easily copied, and there is an ample reward; two tickets for the College Bowl game on Nov. 22.

All they need is a little something, so think it up and get it in to the Sports Desk in Excalibur. And we need it soon.

Cathy Senitt-Harbison  
**ENVIRONMENT**

November 13-30

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**LAYOUTSIE**

Hello, everyone, how are you today. My name is . . . (gag, ag, gag) Big Cheese. Let us give praise to Claire Potite, who sports out every week, Susanna McCars, who does nothing except giggle, Wendy the smoker, Bobby who loves letraset for dessert, Nancy who does On Campus, Gale and Olga and Anita who are copy desk chickees who write crummy heads every week, Bev who sort of lounges around. Special note for Patrick Kutney who got drunk. Extra special note to those two people who gave names to Don Mckay. Give them again. I lost them.

**EXCALIBUR  
PHOTO CONTEST**

Excalibur is running a photography contest. It is open to all students, faculty, rent-a-cops, seer workers, and anyone else related to York, even faculty. Here's what it's all about:

**CATEGORIES**

Category A: People. This means portraits, candid, etc.

Category B: Environment: This means landscapes, abstracts, etc.

**REGULATIONS**

1. Black and white prints only.

2. Prints must be 5" x 7" or larger.

3. Print on back of print your name, address, phone no., college or position, category entered, and any technical information you wish.

**FIRST PRIZE**

\$25 in each category.

**SECOND PRIZE**

\$15 in each category

**ENTRY FEE**

50c each print

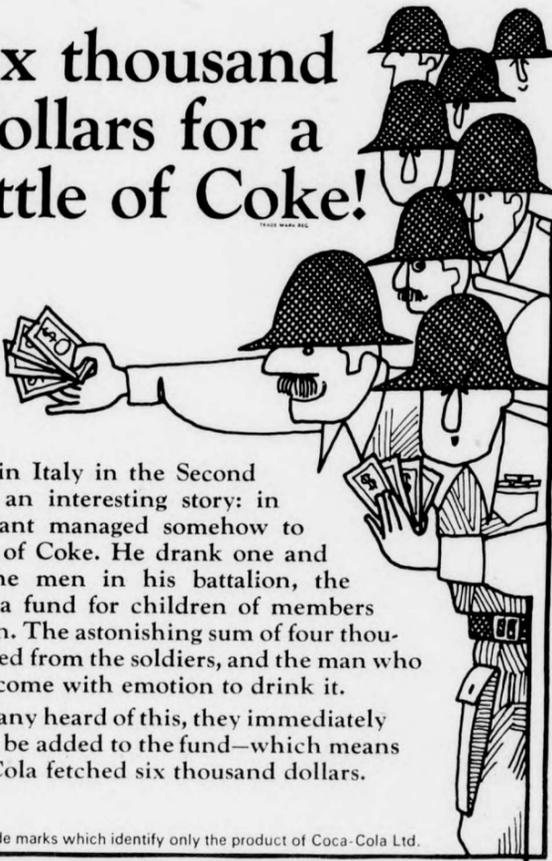
**CLOSING DATE**

December 1, 1968. (Entries accepted until Dec. 15 if accompanied with late entry fee of 75c per print.)

All entries and winners will be published in Excalibur. Submit entries to Excalibur, T42, Steacie Science Library.



Six thousand dollars for a bottle of Coke!



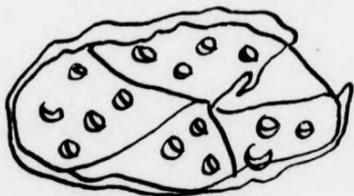
The absence of Coca-Cola in Italy in the Second World War is marked by an interesting story: in 1944, a field-artillery sergeant managed somehow to procure a couple of bottles of Coke. He drank one and raffled the other off to the men in his battalion, the proceeds going to increase a fund for children of members of his unit who died in action. The astonishing sum of four thousand dollars was soon collected from the soldiers, and the man who won the bottle was too overcome with emotion to drink it.

When The Coca-Cola Company heard of this, they immediately sent two thousand dollars to be added to the fund—which means that a single bottle of Coca-Cola fetched six thousand dollars.

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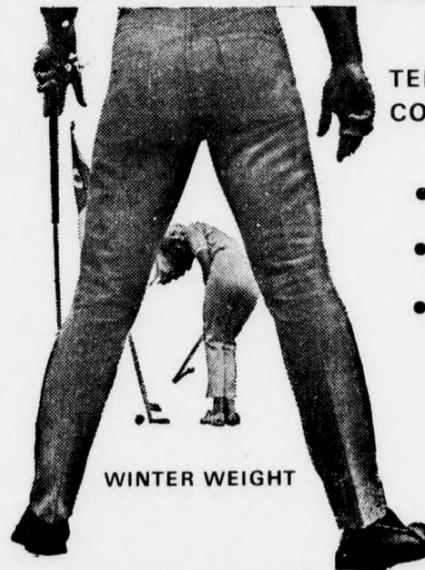
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# Yeomen ripped apart by Carleton

by dave nimon

You have to feel a little sorry for the York basketball team. Year after year they hope to have more than just friends and family of the players attend the games. Every year they hope that the stands will be jammed as the Yeomen do battle against their opponents. And those times every year when there are good crowds in attendance, York proceeds to go out and stink up the joint.

This year the team kept up with this questionable tactic for getting fan support by losing badly to a top notch team, Carleton Ravens, by a score of 80-35 before some 400 fans on Saturday.

There could be many reasons given for the slaughter but only one of these reasons is important. That is the fact that there are a few players on the team

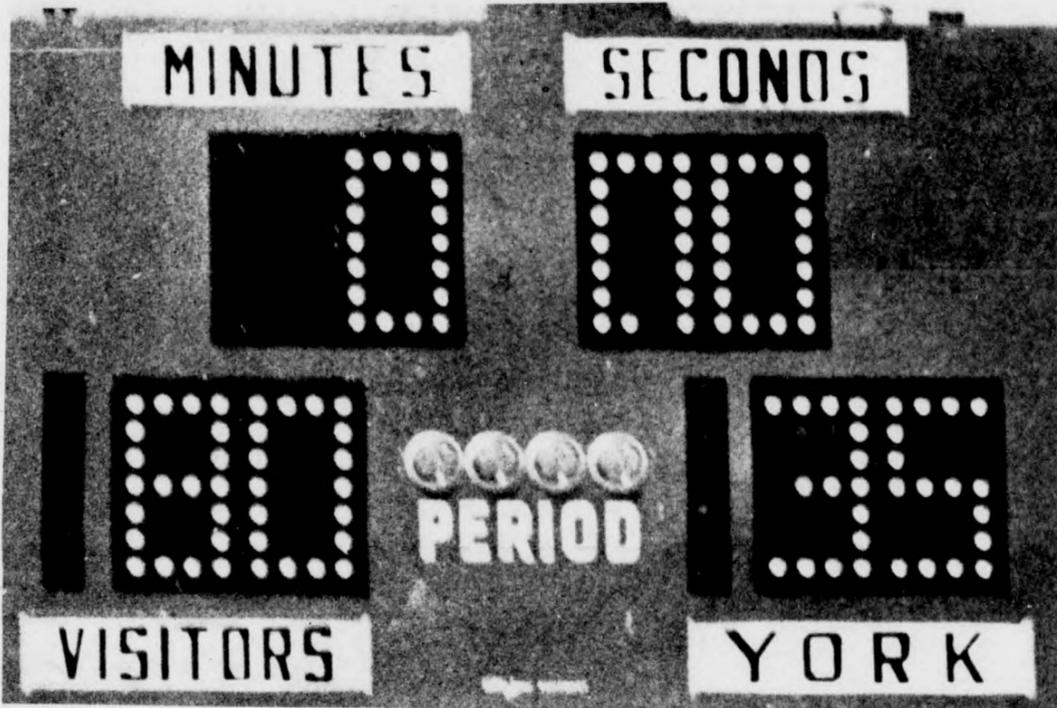
heavily relied upon to do the scoring. It is not telling tales out of school to say that these players are Brooke Pearson, Chuck Gordon and Gord Burns. Sure, there will be the odd game when one player or another not mentioned will get a hot hand but the fact remains that these three must do a lot of scoring for York to do well.

On Saturday, these three combined for 20 points where they should get at least 45 between them. Gordon fouled out after just 12 minutes helped by a poor decision to keep him playing when he picked up his fourth foul. He got only three points. Pearson played his second poor game in a row and wound up with eight. Burns led the team in scoring while tallying only nine points.

York would not have won even if these players had performed well. Carleton is just a damn

good team. Yet the low score attained by the Yeomen shows that there just isn't anyone on the team who appears at this point in the season quite capable of picking up the slack when the top three are not producing.

A few years ago the Windigoes (as the Yeomen were then called) had just one consistent scorer. Now there are more. Now York has a defensive specialist in Gus Falcioni. Now there are non-starters who, while they can't score 20 points a game, can still be relied upon to play a solid game. Now York has a schedule that is no longer mickey-mouse in nature. When the Yeomen play as they are capable of doing, York will stay with any team. When the Yeomen as a team let down as on Saturday, top teams like Waterloo-Lutheran, Western and Carleton are going to sock it to 'em but good.



Yes Virginia, it's legit.

by Scott McMaster

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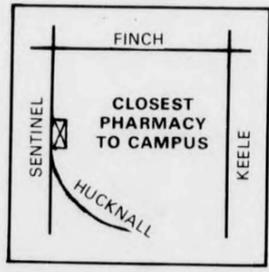
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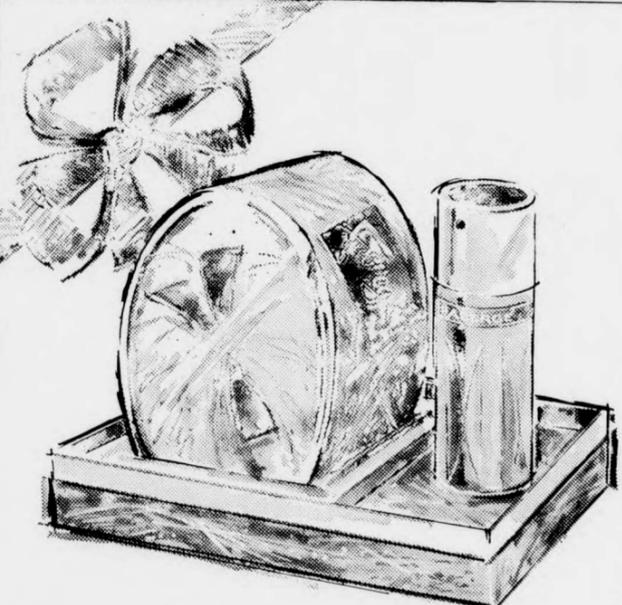
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# On Campus

Thursday, November 14

**FREE CONCERT** in Winters J.C.R. at 1:00 p.m. Pierre Souvairan, pianist, and the Haygood Hardy Jazz Ensemble, will play. Sponsored by Winters Social Committee and the Trust Fund of Toronto Musicians' Association.

**YORK HILLEL SOCIAL EVENING.** Folk Dancing, 8:00 p.m. 'The Illegals', Meyer Levin's film of the Haganah's post-war rescue operations of survivors, 9:00 p.m. All in Vanier Social and Debates Room.

**'CURRENT ISSUES IN JEWISH ETHICAL PERSPECTIVE'**, a lecture. Rabbi Aaron Kamerline will take a brief look at the doctrines of Herbert Marcuse, student activism, black power, and other issues. Founders Social and Debates Room. 12:00 noon. Sponsored by York Hillel.

Friday, November 15

**BAROQUE ET CLASSICISME CHEZ LES ECRIVAINS DE PORT ROYAL**, a lecture by Professor Jean Mesnard, Bordeaux. 4:30 p.m., Lecture Hall No. 1, Room C.

**J.B.**, a play by Archibald MacLeish, 8:30 p.m., Burton Auditorium. The play runs on Saturday and Sunday as well. The cast features YUP.

**PHASE 4.** 8:30 p.m. McLaughlin College presents Phase 4, four of Toronto's top groups in McLaughlin and Winters dining halls. They are the Stitch in Tyme, Shawn and Jay Jackson and the Majestics, Leigh Ashford, and the Chosen Few. Come and help celebrate the completion of McLaughlin. Admission is \$2.00 per person. Sponsored by McLaughlin College Social Committee.

Monday, November 18

**HIGHLIGHTS IN NUMBER THEORY**, 4:00 p.m., Humanities N203. Professor L. J. Mordell, F.R.S. St. John's College, Cambridge, will lecture. Reception in foyer adjacent to N203 at 3:15 p.m. Everybody welcome.

Tuesday, November 19

**ECCENTRIC ART.** Vanier Residence Common Room, 4 p.m. A lecture on Jack Pollock, Ken Koffer, and Larry Lonaro.

Wednesday, November 20

**FRANK GERSTEIN LECTURE, 'THE CITY AND ITS PEOPLE'**, Burton Auditorium, 8:15 p.m.

**ENVIRONMENT.** Every day until November 30. Vanier Residence Common Room. Sponsored by Vanier Art Committee. Environment is an exhibition by Cathy Senitt-Harbison, who specializes in eccentric art, painting on furniture, and canvas. This is the first of a series of monthly exhibition.



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—Pauline Kael, New Yorker

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—Renato Adler, New York Times

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