

## Psych department overruled on marks

By DAVID CHUD

A recommendation by the York psychology department that a particular fourth year student be allowed to take all six of his classes on an ungraded basis has been overruled by the Faculty of Arts Committee on Applications and Memorials.

Howard Halpern, a general honour students in psychology claims:

"On Monday October 26 the Committee on Applications and Memorials of the Faculty of Arts in effect reversed a decision of one psychology student, each of his six professors and the Department of Psychology."

The committee's move has apparently sparked a debate over departmental sovereignty. The department has already sent a letter of protest.

After receiving the support of each of his six professors and the psychology departments (through the undergraduate studies committee) Halpern petitioned the Committee on Applications and Memorials on October 4.

On October 26, Halpern received a letter of refusal from the committee.

Halpern had argued that in two previous ungraded courses his relationship with his professors was extremely good and the environment for learning was better than in graded courses.

The psychology department's undergraduate studies committee dealt with the issue at its meeting Monday night.

A motion by Prof. David Baken to send a letter of protest to the Committee on Applications and Memorials was accepted and will be drafted by Prof. Koenig.

The protest note will ask for written reasons for the refusal of Halpern's petition and recommends that the cast be reconsidered.

So far the only official word which has been received from applications and memorials was

contained in the refusal that Halpern received October 26.

The letter informed Halpern that his petition had been refused and said in part "that it could not make a decision on a petition involving a university-wide issue which is currently under review and discussion in this and other faculties."

The decision of members of the psychology department to protest the decision is seen by some as the beginning of a general push for more autonomy within the departments.

The Council of the York Student Federation has asked student ombudsman Ken Hundert to investigate the situation. Hundert will meet with assistant dean of arts H.C. Sigman of the applications and memorials committee Monday.

Halpern put forward five arguments for ungraded courses in his case.

First, Halpern argued, that except for one class he would be working on his own. The professor in his regularly structured course has agreed to Halpern's proposal.

Halpern feels because he is known personally to most of his

professors and because of his past academic record he can be trusted to do his work.

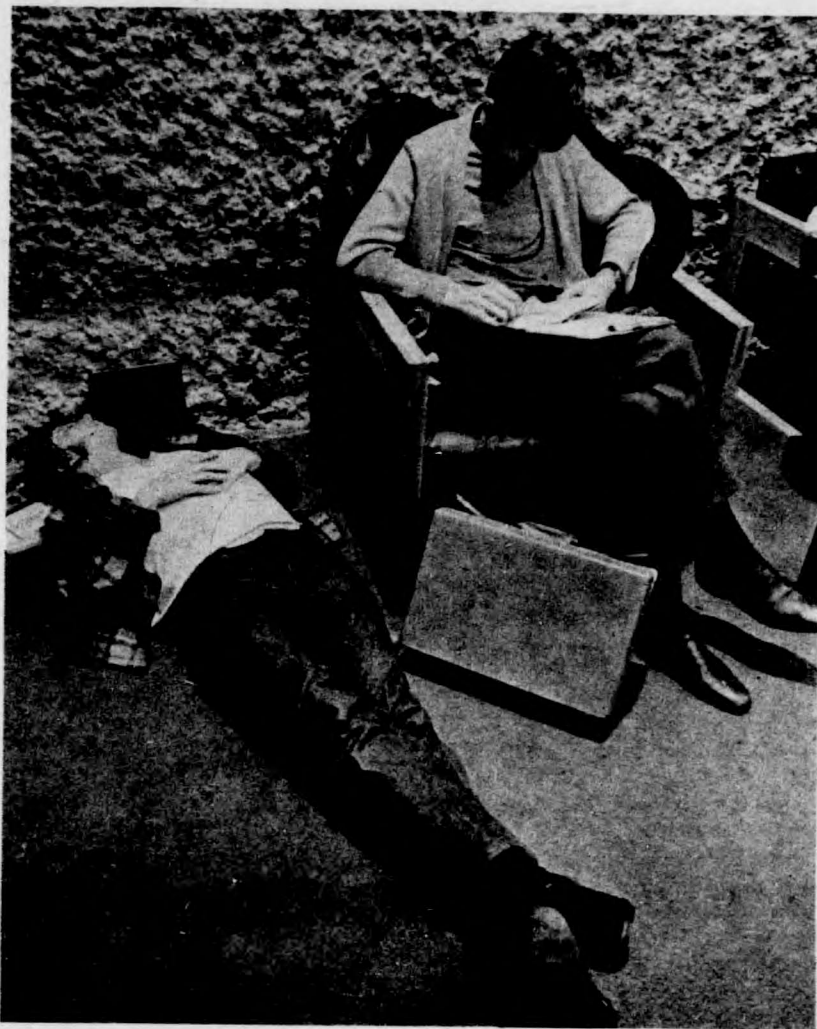
He argues as well that because a detailed description of ungraded courses work must be submitted he wouldn't be able to get away with duplicating his work in more than one course as is done in many graded courses.

Halpern feels that ungraded courses are more honest in that instead of letter grades which are ambiguous and may be interpreted one way by the professor and entirely differently by the student.

"The ungraded system provides a method whereby sufficient information may be given if I am to be evaluated at all, I want to be evaluated accurately," he said.

He also feels that the kind of respect between teacher and student that makes for real learning must come from an atmosphere with as much freedom as possible.

Halpern has talked to an official at the University of Waterloo where he plans to do graduate work next year. The official approved his proposed method of study at York.



A common sight around the Central Square is people sitting on the floor, eating on the floor, and in this case, sleeping on the floor. Someone must be taking York's planners at their word — that Central Square was for congregating, rapping, being. 'Unfortunately' there are few facilities.

## Lewis distrusts Trudeau

# Teach-in condemns War Measures

By WENDY DENNIS

About 250 students attended a forum on Quebec and the War Measures Act Monday and clapped enthusiastically for the three speakers who vehemently denounced the government's invocation of the War Measures Act.

David Lewis, Deputy leader of the NDP, condemned the invocation of the War Measures Act as a "deliberate attempt by the Liberal government to frighten the Canadian people."

Condemning the acts of the FLQ as "inhuman and sinister", Lewis pointed out that in history repression always follows in the wake of "that kind of terrorism." Answering those who have condemned his party for "playing politics" by denouncing Trudeau's move to impose the War Measure Act, Lewis replied, "If our purpose was to play politics we'd have done like the Tories and changed our tune."

Lewis pointed out that even with the sweeping powers granted the

government under the War Measures Act, the police dragnet has failed to turn up the kidnapers.

"If I've got to suffer the damn thing, I'd like it to have been successful — but none of this has happened," he said.

Lewis also took a cynical view of Trudeau's promise not to misuse the powers granted his government under the War Measures Act. "I suppose Mr. Trudeau doesn't intend to do that but, I don't know. He's done so many strange things lately, I can't tell what he intends to do," he said.

"I've watched him discarding the garments of social progress he once wore and I'm not so sure he won't now discard the garments of civil liberties he once wore," he added.

Lewis also pointed out existing sections of the Criminal Code which could easily have been used by the government to deal with the FLQ.

"Trudeau brought the War Measures Act down to protect the political Liberal government of Quebec, the Drapeau government of Montreal and the general conditions Trudeau insisted on having in Quebec," he said.

Lewis also chastised the CBC for failing to air a programme on Lenin last week because they thought it would be too controversial.

"When the police confiscate a book because they see the word Cubism and think it has something to do with Cuba, something is wrong," he added.

Jacques Yvan-Morin, professor of Law at University of Montreal, and spokesman for the Parti Quebecois, called for an end to the strife which has existed between French and English Canada for so long.

"Instead of concentrating both our nationalisms against the true menace — that colossus to the south — we fight each other," he said.

He spoke of Quebec as an "underdeveloped country" whose people have been using their "brute physical force" to develop their land for the "people outside".

"So don't be surprised if they begin to sound dissatisfied," he added.

The situation in Quebec is one, not of "absolute poverty", but "relative poverty which is explosive in the world today," Mr. Morin said.

He called the FLQ manifesto a "social indictment of Quebec society that must be read."

Pointing out that unemployment in Quebec is now at 9% and promises to rise to 15% this winter, he asked the audience accusingly: "How many of you knew that?"

"The invocation of the War Measures Act will create an unending spiral in Canada: more repression, more violence, more dynamite, more law and order," he said.

Jim Laxer, lecturer in history at Queen's University, condemned Trudeau's action as well.

"Prime Minister Trudeau wants to make the people of Canada fit the constitution. I think the constitution should be made to fit the people of Canada," he said.

He called the government's action a move "to create a phony unity which is, in effect, English Canada carrying out the conquest of Quebec once more."

However, he doubted that the people of Canada will accept this "phony unity" much longer.

"People are beginning to catch on to this flag-waving and singing of the national anthem instead of facing real problems," he said.

## Day Care rocks for funds

York Day Care Centre is having a fund raising rock festival next Thursday. It will cover McLaughlin common room and dining hall as well as the Winters dining room.

Four groups of various types and three folk-singers will be featured.

The groups will perform in the dining halls, while the common room will host the folk performances. Admission cost is \$1.50.

The festival is being held to generate funds for the centre.

"At present the fees are minimal, in accordance with the philosophy of the centre, with a resultant lack of capital for such things as art and medical supplies, motor development toys and in some cases even basic foodstuffs," explained Stewart Simpson, a day care member.

A secondary objective, Simpson says, is the introduction of four new groups and three folk singers to York.

The performing aspects of the "Thing", as the festival is being dubbed, will be co-ordinated by Peaceful Experiments in Art and Rythmn (PEAR), a new Canadian agency promoting new Canadian groups only.

"The Day Care Centre fills partially an urgent need in the York Community. The accent is on 'partially,'" Simpson said.

"For example, it requires of applicants that they spend a minimum of a half day at the centre caring for their own and other children."

"Obviously the staff (secretaries, etc.) of York are excluded from this co-operative aspect of the centre in that they are required to work a full week.

"Also excluded is the student with an extremely heavy schedule."

Simpson emphasizes the need for increased facilities for the centre and suggests that a subsidized centre with a capital operating budget from the university might be an alternative to a purely co-operative effort.

"In the meantime," Simpson said, "the administration shows no inclination to act to fulfill its community responsibilities. The present York Day Care Centre then, because of this negligence, is left with the responsibility to fill-in as much as possible.

To fulfill this function, he says the centre needs more student volunteers as well as money.

Simpson is urging members of the York community to turn out to the festival.

He feels a poor turnout would be interpreted by university administrators as a sign of lack of community support and hence hurt the centre in its negotiations for increased space for next year.

The money to be derived from the 'Thing' will point to a better future for day care facilities at York. Support for the centre has been slow in developing. Sandy Stewart, Ann Darcy and Joan Roth started the ball rolling. Concerned parents added momentum and helped to knock over the proverbial administrative obstacles.

"It's time the student body, faculty and staff added to that momentum."



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# University gives in to consumer

By PAUL THOMSON

Dr. J. Corry, former president of Queen's university declared last Thursday university faculty should not be "mere hash slingers, bringing in what the students want from the kitchen."

At the same time they should not become solely "instruments of public policy." According to Corry the last decade has seen Universities become "public service institutions," with increasing demands by the public sector for educated specialists.

Now he sees universities becoming "smothered in the bear-hug of comprehensive public policy," as part of an integrated provincial education system.

These remarks were made at the symposium entitled The Changing Role of the University held in honor of president David Slater's installation.

About 35 persons attended. Today large numbers of people come to university for reasons other than those of 20 or 30 years ago, Corry said.

He outlined several of them including parental pressure, lack of anything else to do and prolonging adolescence.

But those students "do not want severe academic discipline". Instead he declared, they want "consumer preference" in courses and content.

Howard Adelman, assistant dean of Atkinson college, agreed with Corry that universities are becoming part of public policy, but there was little more common ground.

Corry, he said, was expressing legitimate concern for older elitist values, "the aristocratic sense of the university," but Adelman does not share these values.

He wondered what policies and what values the university would be asked to uphold. At the present he sees conflict between the "technological managerial" class and the older entrepreneurial class

reflected in the university, with the former in ascendancy.

Sydney Eisen, chairman of York's history department saw the university interacting more with the outside community and as a focus for culture, entertainment and continuing education.

The university will have to get into politics, he said, because "great interests are at stake".

He wondered how much longer the Canadian university could be run on an eight month basis. Community interests and greater utilization of the university's facilities have to be dealt with, he said.

York student David Chud called the university a refuge for "freaks" and others who don't fit into society at large. For many York is alienating, a waste of time, but easier than finding a job, he said.

People coming from the "high end" of university have difficulty finding a place in society.

Chud found it significant that none of the other panelists had talked about students. He doubted that the university would meet its challenges and thought it unwilling to accept social criticism.

In further comments, Corry said he diverged with Chud on what is relevant. He pointed out that the university is keeping students too

long; they should come back for further education after broader experience in the outside world.

Adelman pointed out that in the historical context, it is the traditional role of the scholar to be alienated, in order to criticize society.

He felt "exercises in variety" were good for universities because it is ironic that those educated solely for economic roles are now finding jobs hard to find.

Alternative life styles and experiments in education should be founded he said, to determine

whether or not they were attractive or valuable.

When asked about Rochdale, Toronto's experimental 'free' college, Adelman said it attracted a lot of society's unsolved problems, so the educational experiment was difficult to make.

From the audience, York president David Slater agreed there was alienation, but criticized "simplistic analysis".

He also called for better use of the resources we now have, before further demands are made for government funds.

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# The Matheson case

## Atkinson investigates

The Atkinson student assembly Saturday deferred discussion of the recent resignation of Professor Gwen Matheson to its next meeting, November 14.

Student Bob Holden was asked to compile relevant facts and report them to the assembly on Matheson's charges that she was not allowed to teach Canadian studies at Atkinson.

Holden hopes to gather enough information by November 14 to convince the assembly to set up an investigation into the resignation.

"I'm just going to look into it so that I can present the facts in an objective manner at the next meeting," Holden told EXCALIBUR.

"Then it will be up to the assembly to carry the ball."

Holden says he intends to interview Atkinson humanities department chairman W.B. Carter to get his version of why Matheson obtained only a part-time position in American studies with that department.

Matheson recently resigned from the U.S. course because she "finally reached the point... where I felt I could not stomach another year of collaborating in the Americanization of York students."

On October 23, the University of Toronto's Graduate English Association passed a motion protesting Matheson's situation. (Matheson is doing her Ph.D. work at U of T.)

In a letter the GEA condemned "the fact that Miss Matheson was not permitted to teach in Canadian studies, an area in which she is qualified and deeply interested and was instead only permitted to teach American studies at Atkinson college."

The letter was sent to W.B. Carter, humanities division chairman at the York day school and

Hollis Rinehart, English department chairman at the day school. These three departments all refused to give Matheson a full-time position.

The letter asked that York and Atkinson issue official statements on Matheson's not being hired full-time.

"This situation illustrates the lack of emphasis on the importance of Canadian studies and calls into question the viability of

degrees from Canadian universities, specifically Miss Matheson's third degree, the University of Toronto Master of Philosophy.

Matheson had earlier expressed concern that she may not have been given a full-time position at York because non-Canadians on hiring committees are unfamiliar with the degree.

The Phil.M. degree is approximately equivalent to a Ph.D.

## Freedom of the press

Were you at the Politics and the Press symposia last Thursday from 4 to 6 pm? Were you impressed with the sincerity of Peter Newman and Douglas Fisher in advocating freedom of speech?

Do you remember Douglas Fisher saying around 4:45 pm that Peter Reilly of CTV in Ottawa was going on the air at 6 pm with a story of how Marc Lalonde (Trudeau's right hand man) had been "spreading rumours"?

Do you remember Peter Newman repeatedly leaving the panel discussion? Was he out making phone calls? Did you read Peter Thomson's column in the Tely on Saturday, Oct. 31, 1970?

"While discussing rumours, how about this one? It seems Peter Reilly of CJOH-TV had a hard-hitting piece on how the Government is promoting rumours scheduled for Thursday evening.

Before broadcast time, he was contacted by a Cabinet Minister who said some of his information was incorrect and the minister could provide background information if Peter postponed his broadcast.

Peter did so, and was sitting in the minister's office being briefed when a telephone call arrived from his boss.

Apparently Toronto Star editor Peter Newman had been advised about the proposed Reilly broadcast, had called Reilly's boss, and questioned some of the material he was going to use.

Mr. Reilly's boss said he would talk to Peter about it, but didn't know where to reach him. Whereupon, Mr. Newman provided the telephone number where Reilly could be reached at that moment."

Do you think that Peter Newman believes in freedom of speech?

—Hume W. Pollock



What are you doing after the ceremony? Excalibur — Harry Kitz

## Slater installed — short circus

By BARRY LERNER

Dr. David W. Slater was officially installed as York University's second president in front of Governor-General and Mrs. Michener and 1,000 York onlookers Friday in the Tait-Mackenzie centre.

The formal convocation, chaired by chancellor Floyd Chalmers, was called to order and greetings were given to the president from the Association of Universities and Colleges of Canada, the province of Ontario and the faculty, students

and staff of York.

Slater then took his presidential oath and was formally installed as president by board of governors chairman W.P. Scott.

Slater's first actions as president were to recommend the conferral of an honorary Doctorate of Laws on the Governor-General and the conferral of an honorary Doctorate of Letters on Mrs. Michener.

The Governor-General delivered the convocation address.

Speaking in French, he stressed the desire to have communication between Canadians of both languages and said that university should act as a vehicle for this.

In English, he gave special praise to the Osgoode Hall School of Law, Glendon college and Atkinson college.

He concluded that the fundamental educational issue of the 70's is "to determine the emphasis which the university will place on its functions to students and to the community."

The convocation was concluded with Slater's installation address which focused on the role of the university and the society to which it belongs.

Slater spoke of the negative and positive effects of society's achievements. He said students had doubts about replicating the post-war social system.

He felt York has come a long way towards participatory democracy but has a long way to go.

## Community class studies transportation

Something new in off-campus education begins next week in what has been termed "an experiment in participatory planning".

The aim is to move the classroom into the community in the hope of arriving at problem-solving recommendations in the fields of transportation and "people power".

Students in two sociology and social science courses will first dialogue with experts and then meet in private caucus sessions to wrestle out recommendations.

All sessions will be videotaped for use either in educational or general informational programming. General participation by students is invited.

The first session, analyzing the existing transportation system,

will be Wednesday, November 11, at 8 p.m. in Holy Trinity Church in Trinity Square.

Among those participating in the first session will be George Lacey, a chief engineer from Chrysler Detroit and a leading automotive expert; Metro Traffic Commissioner Sam Cass; and Metro Traffic Planner John Vardon, recently back from a study of European systems.

Spirited debate is anticipated but York sociologist Susan Fish emphasized that the aim is to avoid a Spadina Expressway type confrontation and rather to consider what type of transportation system is best adapted to the developing Toronto life-style.

The series, being planned by York Television Co-ordinator

Stanley Burke, carries the title "What Kind of Toronto?"

The second session, November 18, will deal with alternatives to the automobile. Participants will include A.T.C. McNab, Ontario deputy minister of highways, architect Colin Vaughan who led the "Stop Spadina" campaign, CNR vice-president D.V. Gonder, and MPP Donald Deacon, a vigorous promoter of fast rail service for the northern (i.e. York) suburbs.

The third session, November 24, will deal with "People and Power", an analysis of direct citizen participation on the political process.

This session will be under the direction of Dr. Stuart Crysedale, chairman of the Atkinson College

Sociology program and Dr. Ed File, director of the Canadian Urban Training Project and a member of the Atkinson sociology faculty.

Other participants will include Margaret Campbell QC, Ald., John Sewell and representatives of citizens organizations.

Students are expected to zero in on controversy between elected representatives and citizens groups and, in particular, the recent refusal to renew a supporting grant for one of the major organizations.

Participating in the program are students from Social Science 378, Sociology 343, A and B the Sociology of the City, concentrating on politics and poverty.

## Canadian music: are we listening?

By JEFF OTIS

Bernie Finkelstein, owner of True North record label and manager of Bruce Cockburn, Canadian folk star, puts it bluntly:

"People respect Cockburn, but they always ask the same question, when are you going to the States?"

Making it in the U.S. market seems to be the status symbol of our Canadian musical scene. Canadians are not content with recognizing talent, only gold records.

Cockburn, who did the award winning soundtrack for the movie, Goin Down the Road, has no urge to become part of the action in the U.S. He is content to reside in Canada; the question is, are we going to allow him to stay?

The problem is one of finance. In Canada if a record sells 100,000 copies it has saturated our market. The comparable record in the U.S. must sell 1,000,000 copies, the corollary there being instant fame, the token appearance on the Ed Sullivan show, and engagements at the Fillmore in New York. Why not here?

On the whole, (excluding American subsidiaries of certain record companies) the money is not there. To promote a group, one needs a large interested market. We have a potentially good market but not the interest!

Guess Who and Gordon Lightfoot, who are all replanted Canadians.

Technically native Canadian records are on par with any foreign competitor. With recent government rulings encouraging Canadian play in records, there will be an uprise in the notoriety of certain artists.

As Finkelstein so aptly puts it, "Two years ago there was no Canadian record industry." The CRTC is allowing Canadian recording artists to remain here. Times are changing, are we?

For instance, browsing through the record section of our much criticized York book store, there was a definite and almost pathetic lack of both rock and folk records that are Canadian made.

I am tired of listening to Janis Joplin on their tape recorder. Why not Cockburn, Ian and Sylvia, Mashmakhan, Crowbar, Steel River or Edward Bear? They can compete, and my personal feeling is that they do rate.

It is unfortunate that we have to depend on CHUM AM for our value judgements. It is stations like CHUM who push the hell out of certain records and make or break them.

I'd like to make a personal plea of my own. Myself and a fellow by the name of Mel Foster (who produced the concert, Who Live at Leeds) have organized a trial

program of both Folk and Rock.

It is sponsored by Winter's College, essentially non profit, and will take place in the Winter's Dining Hall and Common Room. Friday is folk and Saturday rock with an adjacent licensed discotheque.

The program will cost \$1.50 and \$1.25 for Winter's Students. We solicit your support in making our show a continuous one. The acts for the first two weekends include:

Fri. Nov. 6: Murray McGlauchlin — wrote two songs for Tom Rush; recently played at the Riverboat and with Lighthouse at the St. Lawrence Centre.

Sat. Nov. 7: Steel River — hit single, Ten Pound Note, from album Weighin Heavy was recent pick hit in Billboard.

Fri. Nov. 13: Bruce Cockburn — Canada's best resident folk musician.

Sat. Nov. 14: Tribe — funky rock, extremely danceable.

We are currently negotiating with Perth County Conspiracy, the surprise stars of Mariposa, to take part in an Alice's Restaurant kind of dinner and a following folk concert. By press time contracts will probably have been signed.

The best resident Canadian musicians will be brought to York. That is my aim. Are we going to listen?



# Ah, woe is man and child

A question, often posed by those self-righteous, "I'm bourgeois and hope I'm proud of it" members of the accomplished middle class, is that query most often heard at weddings or Bar-Mitzvahs, when the rich, slightly sloshed uncle from the garment industry ropes the radical nephew with the long hair, as he emerges from the men's washroom.

"Tell me, my young radical hippie friend, what happens to all your university ideologue types after a couple years of this Ho Chi Mao stuff that they fill your heads with up at that big, fancy college you go to with your father's money?"

Well, after a serious sociological study undertaken on this campus, I talked to an old radical yesterday, and apparently all the old Marxists become cynics. After any gathering where the silent masses gather either to discuss political issues or just to get drunk, the radicals mope about lamenting about the sorrowful head space of the average York plebeian. The evolution of the masses has now become the revolution in spite of the masses. The masses are simply too boorish to handle their own revolution.

As much as I hate to admit it I too have been swept up in this

great "Jesus, is the average person a dumb boor" syndrome. This radicalism turned cynicism trend has seemingly engulfed me.

Take the birthday party I went to last Saturday afternoon. Here was this innocent four year old girl having an innocent birthday party. Here I was looking forward to this innocent good time. But did I get it? Of course not. First, I had to criticize the child in her wild-eyed materialistic tearing open of the presents. Then I went on to criticize the whole batch of youngsters in their annoying, never satisfied, in short-bitching mannerisms.

Such classics as "I don't want any chicken." and "Do I have to sing Happy Birthday? I hate birthday cake anyways." And from here I went on to criticize the adults for their complacency in perpetuating this whole birthday mess. Ah, woe is man, and child!

My next bout of cynicism occurred later on that evening when I attended that monument to love and peace and groovy things. HAIR. Ah, I can hear you cynics now.

"So the fink spent \$10, \$20 if he's a male chauvinist and took a girl, to see a play on tribalism, a play on where it's at in the communal, anti-capitalism world! Well, you cynic radicals, if you must know, I

ripped off the Ed Mirvish system and went to see the play for free as a friend of mine is in the cast. But alas, cynics, do not despair. For here again I joined your ranks.

Despite a truly entertaining performance, I spent the whole intermission berating the audience for coming too well dressed to the performance. You would think that people would see HAIR as an excuse to come dressed in jeans to the Royal Alex. Ah, Woe is man, and garment!

And if that did not convince me

how sick the masses are, then yet one more event happened that evening to submerge me even more into my cynicism.

It is 3 a.m. and five of us are walking down Yonge Street. Saturday, being Hallowe'en, is the night on which all the female impersonators in Toronto gather for the annual transvestite and homosexual ball at a bar near Yonge and Wellesley. Across the street from the bar, even at this hour, were hundreds of people gathered to hoot and jeer every

time another one of the gathering walked out of the bar. "Hey Harry, look at the knockers on that one". Well, I thought, are these hooters and jeerers about to make the revolution? Have the masses nothing better to do than whistle at fags on Hallowe'en? Ah, woe is man and Hallowe'en.

Those damn masses. Those cold, insensitive, boorish, dumb clods roaming about our streets and universities not capable of seeing any further than their own noses. But the revolution? Ah, woe is man and nose!

## Apathy at Atkinson

A candidate seeking to improve "mediocre" courses at Atkinson college was elected president of the Atkinson student assembly Saturday.

Peter McGoey told the assembly of over 70 students "the biggest problem is apathy" and if students did not participate in college activities they would continue "to get mediocre courses."

"Unless you're part of the solution, you're part of the problem," he said. He suggested 80 per cent of assembly members were "part of the problem."

Newly elected vice-president Sid Kimel agreed with McGoey.

Other officers elected were Marlowe Dickson, assembly chairman; Ruth McRae, secretary; Pat Clute, corresponding secretary.

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# Now, Bank of America goes east

By MICHAEL SWEENEY  
Liberation News Service

Not so long ago, Bank of America was hurting. The year was 1963. Bank profits had gone down for two years in a row. Deposits and loans were just not growing fast enough. Even with 819 branch banks in California. Even with thousands of pesticide-breathing Chicanos working hard in the fields so farmers could repay their Bank of America loans, with interest.

The bank needed to find the wave of the future, as they say in corporate America.

Before profits could slip below the \$77 million mark, Bank of America's directors found a new president with vision. His name was Rudolph Peterson — just plain "Rudy" to his friends up at the posh Pacific Union Club.

### Pacific promises profit

"The wave of the future," Rudy told other big executives, "rides in the Pacific... extending beyond Australia and the Far East to India. This is a largely underdeveloped area, yet an area rich in an immense variety of resources and potential capabilities. Were we California businessmen to play a more dynamic role in helping trade development in the Pacific Rim, we would have giant, hungry new markets for our products and vast new profit potentials for our firms."

Off went Bank of America to get a piece of the "vast new profit potential" of East Asia. The bank was cautious. The unpredictable "little yellow people" of Asia had fouled up their investment plans once before. Back in 1949, Bank of America opened a branch in Shanghai, China and five months later the Red Army arrived and seized the branch's assets on behalf of the Chinese people.

Bank of America took one look at Vietnam in the early 1960's and saw history repeating itself. The National Liberation Front was winning victory after victory. U.S. corporations were very worried.

They knew that what happened in Vietnam was going to have a big influence on their ability to invest in the "dominoes" of Southeast Asia: Thailand, Malaysia and the Philippines, where Bank of America already had branches, and in the big prize, Indonesia, which was still hostile to U.S. corporations.

If puny little Vietnam could kick America

out, then where would it stop? And each day Vietnam seemed more likely to fall in to the hands of the Vietnamese.

By no coincidence at all, U.S. troops landed in Vietnam in 1965. The bankers heaved a sigh of relief.

"U.S. action in Vietnam this year have considerably reassured both Asian and Western investors," said Chase Manhattan Bank. Bank of America was typically more soft spoken:

"In Vietnam it is hoped that the increased efforts of the United States will make possible a resolution of differences."

### Roots and branches

A year later, differences were even less resolved in Vietnam, but enough U.S. troops had arrived for Bank of America to open a branch in Saigon.

Nine banking facilities also went up at U.S. bases in Vietnam and Thailand.

Investment prospects still weren't very good because the Vietnamese people were fighting back harder than ever. But there was the future to think of.

"Having a branch in Vietnam ties in with our long-range plans," said the manager of the Saigon branch.

Meanwhile the bank could finance war imports. And it could help its corporate customers profit from the war too. Aided by a \$20 million bond issue managed by the Bank of America, the Dillingham Corporation built a huge airbase and port at Sattahip, Thailand. It is now home base for B-52 bombers which are devastating the countryside of Indochina.

With 600,000 U.S. troops in Vietnam, Rudy Peterson could implement his strategy for the "Pacific Rim."

Indonesia was opened up after a coup in 1965 by American-trained military men. About half a million leftists were slaughtered in a giant pogrom and the country became safe for U.S. investment. Bank of America opened two branches in Djakarta in 1968.

### High profits

All over East Asia, U.S. corporations were discovering they could earn 20 to 40 percent profits on investments. Bank of America advised corporations like Dillingham, Kaiser, Union Oil, U.S. Steel, Tenneco and



Saigon branch of the Bank of America — saved by the marines.

Standard Oil where to set up their plants and how to get favourable concessions from the native governments.

The bank lent money for the investments and often took a part of the ownership so it could reap a share of future profits.

The great natural wealth of the area was going to be "developed" right out from under the feet of the people who lived there. It may sound like thievery but it wasn't illegal — the bank and the corporations paid their taxes so pro-American governments could buy planes and guns to enforce the peace.

All this bustling business in Southeast Asia did wonders for the Bank of America's balance sheet. In 1965 the bank was making a paltry \$98 million. By 1969, profits were a respectable \$152 million.

To keep up the sizzling growth, Bank of America is trying to expand its operations not only in Asia but also in Latin America, Africa and Europe. Bank Chairman Louis Lundborg put it this way:

"We're not likely to grow as rapidly in California in the future as we have in the past. Therefore we are seeking additional avenues of growth."

### Military connections

Unfortunately for the bank, some people began to suspect that America's military activities and Bank of America's financial activities were somehow connected. This was a ridiculous notion, scoffed bank officials, who insisted they were only trying to do business. But the notion persisted.

After 40,000 young Americans had come home from Vietnam in coffins, the students and street people at the University of California at Santa Barbara burned down Bank of America's Isla Vista branch. "Bank of America breaks human laws!" they shouted.

### Public relations needed

Bank of America's managers were so distressed that they momentarily lost their cool. At a cost of \$340,000 the bank placed full-page advertisements in every daily newspaper in California.

Bank of America officials decided that a more vigorous public relations effort was needed. Two months after the Isla Vista burning, bank Chairman Louis Lundborg came out against the war. Yes, Bank of America was for peace.

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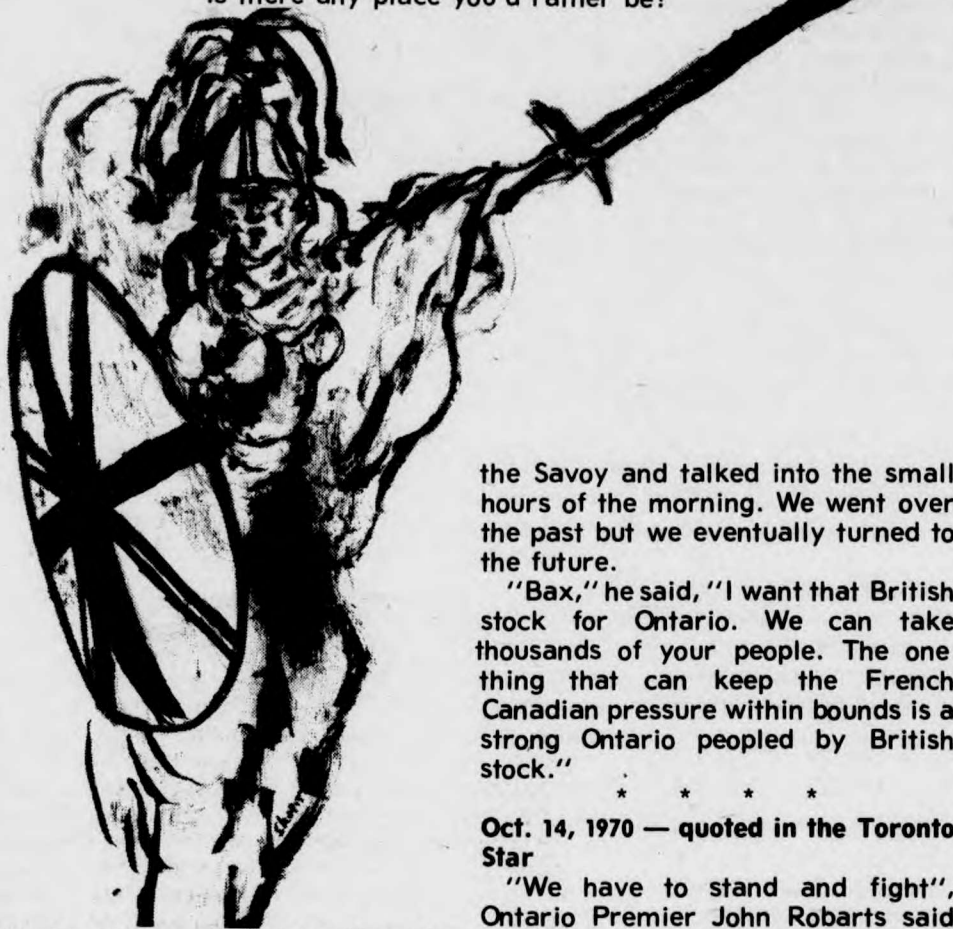


# Letters to the Editor

Address letters to the Editor, EXCALIBUR, York University. Letters must be signed for legal reasons. A pseudonym will be used if you have a good reason. Those typed will be given preference.

## Ontari-ari-ari-o

Is there any place you'd rather be?



Sept. 30, 1944 — quoted by Beverly Baxter (Conservative member, British Parliament)

One of the pleasantest things in life is to see the success of a friend that one has known since boyhood. Colonel George Drew, the Prime Minister of Ontario, who is now in London, was born in Guelph, a town situated a hundred miles or so from Toronto.

I could not tell you when we first met, it is so long ago, but it was obvious to anyone in those days that Drew would never be a success. He was too good looking!

The other night we sat in his suite at

the Savoy and talked into the small hours of the morning. We went over the past but we eventually turned to the future.

"Bax," he said, "I want that British stock for Ontario. We can take thousands of your people. The one thing that can keep the French Canadian pressure within bounds is a strong Ontario peopled by British stock."

Oct. 14, 1970 — quoted in the Toronto Star

"We have to stand and fight", Ontario Premier John Robarts said today in an interview. "It's war, total war."

Robarts, 53, served with the navy in World War II with the rank of lieutenant.

"By Jove, this has to be a law abiding country where you can bring up your family without fear," he said.

"The (FLQ) demands are wrong — morally wrong and socially wrong — so we have to stand and fight."

He said that in the past few years in efforts to protect the rights of minorities, "we have overlooked the fact that the large group has rights as well as the majority rules."

## That library heatwave . . . again

(Ed. note: Since our readers are probably tiring of this debate I hesitate to respond to your latest arguments. However let's once again look at the facts:

Despite the fact the library was unbearably hot the morning of September 21, the workers were not sent home.

Despite the fact they held a protest rally that morning, they were not sent home.

Despite the fact they specifically asked to go home at that rally, they were not sent home.

Despite the fact the heat increased as the afternoon approached, they were not sent home.

Despite the fact they were scheduling another protest rally for the afternoon, they were not sent home.

Despite the fact you left the library in the early afternoon, you did not let the workers leave.

Then you expect us to believe you intended to let them out all along.

I am very sorry that you did not check with me before you wrote your editorial of October 15.

On the morning of the day in question, September 21, I was in the library and I recognized that, if the temperature remained as high as it was, then working conditions for the staff would become unsuitable.

I had, however, to leave the library and the city about noon.

I, therefore, asked one of our Assistant Directors, Mrs. Furuya, to watch the situation and if it did not improve to release staff early.

In the afternoon Mrs. Furuya authorized department heads to release staff early. The library was not closed and service to our community was maintained mostly by part-time workers.

Thomas F. O'Connell  
Director of Libraries

## American Empire Ltd. (or Inc.) develops human material

I realize that it is unusual to write to an editor concerning the advertising in his newspaper, but American Empire's ad in your October 29 issue has provoked me to do so anyway.

First let me point out that the name of the corporation is not American Empire Ltd., as it is repeatedly printed in your paper, but American Empire Inc.; there is no such thing as a Ltd. company in the United States.

The ad I refer to makes some rather exaggerated claims about a process by which the people at A.E. "bring in a few natives from the colony to one of our processing plants, fill them with our wonder ingredients, and then send them back home fully equipped to combat the symptoms of nationalism, patriotism, and other related diseases."

Several of these processing plants are specifically named in the ad, namely Harvard, Yale, and MIT.

In order to demonstrate that the process does not always work as claimed, I need only point to the example of Mel Watkins,

who holds a graduate degree in economics from the MIT plant, and who could hardly be called an A.E. agent.

I would admit that Mel Watkins has resisted the pressures of a process, but a process very different from that described in the ad.

What plants such as MIT attempt to do, is to develop raw materials, some of them imported, into productive units of human capital. A.E. does not want to lose such people, and those who win in the A.E. draft lottery are enticed to stay in the United States and take high-paying jobs.

Some may be equipped to go abroad and combat "nationalism, patriotism, and other related diseases" (and a few of these may wind up at York University), but many are trained to fight more serious diseases such as urban decay and environmental deterioration.

Realizing this, some of A.E.'s foreign competitors try to lure back their raw materials after they have been processed in the United States. Such efforts as Canada's "Operation Retrieval" meet with limited

## The Americanization myth

This letter is in reply to some of the more extreme absurdities you have perpetrated regarding the issue of Canadian-American relations.

In order to achieve some sense of perspective, allow me to introduce myself. I have lived in the United States for roughly half my life and in Canada for the remaining half. I consider myself an internationalist.

First, the issue of the number of American faculty members at York. On the basis of your concern with the senate's reluctance to release the citizenship statistics, one might safely conclude that you wish York to become more Canadian.

Indeed, in an editorial of October 8, you specifically mention "the need to deal with Canadian content in classes and the need for Canadian professors to teach them." I would earnestly suggest that the question of Canadian content is irrelevant to the vast majority of courses.

If, for example, one were studying the anatomy of the earthworm, it would seem quite strange if one were to demand learning about a Canadian earthworm. Questions of nationality have little bearing on most areas of study. By present hiring practices, a Canadian is given an advantage over an "otherwise equally qualified" foreigner.

I submit that it would not be expedient to increase this advantage; to do so would inevitably result in an inferior faculty.

The ultimate fear of those opposed to U.S. domination is that Canada will eventually become the 51st state. I cannot believe that this fear is realistic.

First, for Canada to become a state, she would first have to apply for statehood; that is, Canada must initiate the necessary legal proceedings. This is difficult to imagine. However, if it were to happen, there would be two possible cases:

1. A majority of Canadians were opposed to joining the United States.

2. A majority of Canadians were in favour of joining the United States.

In the first case, the Canadian government would obviously be acting against the will of the people. Obviously, this is possible only if Ottawa were to sell out on Canada; and as long as Canada is functionally democratic, this could not happen.

In the second case, where a majority of Canadians were in favour of joining the United States, one cannot help wondering precisely who would be betrayed.

To say that the majority will should not be followed is at least undemocratic, and while I do not hold democracy sacred, I do feel that the question of national determination should be settled by the people.

Therefore, if Canada were to join the United States, this would be either a reflection of the will of a majority of Canadians or a case of Canada's being betrayed by her own government.

Office of the Prime Minister  
Students, Faculty and Staff,  
York University.

I have been directed to acknowledge your recent petition requesting the government to lift the enforcement of the War Measures Act.

It is appreciated that you should have expressed your opinion in this way. You may be assured that your views have been noted.

T.W. Trousdell  
Assistant Correspondence Secretary.

On the question of precisely who is Americanizing Canada, I think it absurd to place all the blame on Americans.

Canadian subsidiaries of American corporations flourish only because Canadians are willing to buy American products. Municipal governments compete for industries in an effort to increase local wealth, and they are as receptive to American dollars as to Canadian ones: tax reductions are frequently offered to encourage American investment.

When Washington takes steps to reduce foreign investment, Canadian officials fly south and beg to have these measures changed. Even the noble Excalibur is filled with American advertisements.

American economic domination of Canada cannot possibly be reduced while Canadians are begging for American dollars. Canada is like a prostitute who curses her patrons for violating her virginity.

Joe Miller

## Disinterested study

Since you reprinted Robin Mathews' attack on my essay, "The Revolt against Americanism," directly from Canadian Dimension, perhaps I may return the compliment and lift two paragraphs from the reply already sent to Canadian Dimension.

Professor Mathews has managed to convert a scholarly article into a covert attack on Canada by reading into it various innuendos which I did not intend.

In particular, the statement that for "Americanization (you are intended to read Canadianization)" into a discussion of American theories of acculturation if he wishes, but he should not put words in other peoples' mouths.

The reference to "confident reconstruction of cultures" was intended both as description of a vital shift of opinion and as ironic comment.

More generally, Professor Mathews seems to assume that a historian endorses the opinions which he describes and analyzes. This suggests that we are working within frames of reference so different as to make discussion almost impossible.

The essay which aroused his defensive instincts was not intended to take sides in some current crisis, but to explore the debate over American identity during the first half of this century.

Perhaps Excalibur, as well as Canadian Dimension, should take up the question whether the Brave New Canada they wish to build will have any room for the kind of intellectual activity which used to be known as 'disinterested.'

Fred H. Mathews  
Assistant Professor  
History and Humanities

## Excalibur

The York University Weekly  
NOVEMBER 5, 1970

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controlled circulation: 15,000

Excalibur, founded in 1966, is the York University weekly and is independent politically. Opinions expressed are the writer's and those unsigned are the responsibility of the editor. Excalibur is a member of Canadian University Press and attempts to be an agent of social change. Printed at Newsweb, Excalibur is published by Excalibur Publications under the auspices of the Council of the York Student Federation. Office: Central Square (Southeast corner), Ross Building, York University, 4700 Keele St., Downsview, Ontario.

Fred Camping  
MIT Class of 1970  
Law I



## Dispelling the ivory tower myth

# The university as servant of society

This article is an abridged section from the report, *Towards Democracy in the University*, by Paul Axelrod.

### The content of learning

Students have charged that course curriculum is deficient in two major areas. It is 1) divorced from reality, i.e., irrelevant; and 2) status quo oriented, i.e., non critical.

This contention, which represents an immediate reaction by the student to his learning environment must be understood within proper historical perspective.

In Canada, the content of education in the university has always been tied directly to the dominant cultural, social and economic realities of Canadian society. In fact, changes in course content have varied directly in accordance with the goals of the society itself.

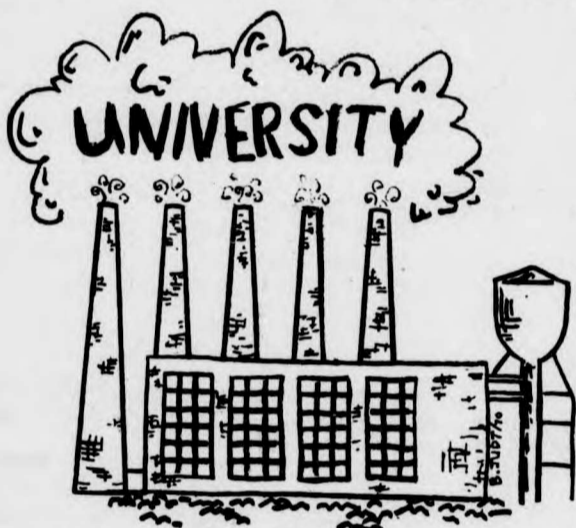
The earliest universities in French and English Canada were characterised and defined by the dominance of religious and secular ideas which pervaded throughout the respective cultures.

"Like their counterparts in Quebec, the first universities in Canada owed their foundations to the piety of religious groups.

... United Empire Loyalists, Scottish Presbyterians and Anglicans all shared in shaping the first English speaking Universities in Canada and left their mark on the life-style of the institutions they founded.

... These Universities served to prepare a professional elite — either the higher clergy in the official political aristocracy — and tailored their curricula to the requirements of theology, preaching pastoral care on the one hand; or to the needs of political governance, civil service or the cultural philanthropy of 19th century gentlemen on the other." (1)

But by the 1870's it was clearly recognized that



university curricula must change if Canadian society was to develop economically.

"The universities of the new world had, in the main been formed after the pattern of those in the old country. But now came the age of science and of demand for an education which would not only cultivate the mind but fit for the practical occupations, and help to the prizes of life. Even Oxford and Cambridge now reorganized, declericalized and relieved of tests by Parliament had enlarged their courses of instruction by the admission of more and more practical subjects — law, political economy, and natural science. . . . But in the industrial and commercial communities of those hemispheres, the demand for the full recognition of practical science and its admission to the university curriculum was naturally more pronounced and pressing than in England." (2)

### Industry Flourishes

At the beginning of the 20th century then, as industrial production was beginning to flourish in Canada, it was evident that the traditional university organizations and curricula could no longer fulfill the new demands of Canadian life.

Universities necessarily became producers of knowledge and based their new structures and curriculum on the American university model. " . . . The question presents itself whether the main object shall be as it hitherto has been, intellectual culture, or the knowledge which qualified directly for gainful pursuits and open the student's way to the material pursuits of life. The second object has of late been prevailing where commerce holds sway." (3)

In 1906, on the recommendation of the Royal Commission on the University of Toronto, from which the previous quotation was taken, the bicameral "corporate board" model of governing the university was established with a Board of Governors and a Senate in charge of university finances and academic programmes respectively. Included in the curriculum were "departments of forestry, mathematics, courses in finance and chairs of pathology, chemistry, and psychology." (4) The business-like framework within which the "new" Canadian university was conceived was consistent with the new found goal of "following the material pursuits of life." The precedent was set, and generally other universities followed suit.

A bill introduced in the British Columbia legislature indicated this new direction of the university.

"The university to be set up in this Act was quite obviously no ivory tower. It was to be administered by business and professional men and assist in the development of the province. . . in introducing the bill in the house, Dr. Young (minister of education) declared that the first thing that they bore in mind in providing for the university was the development of the mining, forestry and agricultural resources of the Province and an education that would aid this." (5)

### Military training

World War II saw the conversion of many universities into areas of military training, with the most notable feature of academic work at this time, being the "research they did on war time endeavours, particularly in the sciences, medicine and engineering." (6)

To this point, then, we have seen clearly how scholarship in the university has related to the values and goals of life in the community.

The purpose in developing this argument has been to affirm that the Canadian University has never been an ivory tower, that is, an isolated community of scholars who pursue knowledge for its own sake, and therefore, when a student reacts to the content and structure of his education, he is likely responding to certain realities of life in his society.

The streamlining of funds into particular faculties by the various boards of governors, the earmarking of grants by the government into certain specialized activities, the financing of research studies by governments and large corporations, who, furthermore, in several cases are situated outside Canada (see minutes of board of governors meeting, February 10, 1969. It is documented that the Treasurer of the United States, the Ford Foundation and General Foods all finance research projects in the university) and the incentives provided to students and faculty to study in certain fields (same board minutes indicate the board made available a loan of \$200,000 for business students thereby guaranteeing financing of their education) have allowed the direction of the institution to be determined by other than simply those who teach and learn in it.

With this in mind, it is crucial to note the trends in the nature of curricula in Canadian universities since World War II.

The surge of industrial enterprise in the United States and the rise of the multi-national corporation, which has resulted in the American domination of the Canadian economy, provides a useful framework within which to discuss this situation.

### Branch plant scholarships

Continuing on the historically established premise that there is a close relationship between the curriculum in universities and the reality of the society in which the university exists, it has been discovered that along with the existence of a "branch plant economy" in Canada, there has developed a form of "branch plant scholarship."

The universities which have been burgeoning are essentially continental institutions and are geared to the production of trained technicians and professionals for a branch plant economy.

There is less need for scientists and engineers on a percapita basis in this country than in the U.S., and if Canada spends less than 1.3 percent of GNP on research and development compared with 3.5 percent in the U.S., this is because employment opportunities for research and development are fewer in the branch plant than in the metropolis. Canadians pursuing advanced studies in the United States have a far better chance of landing lucrative jobs both there and in Canada itself than Canadians who study at home." (5)

We are faced with a situation in Canadian Universities where numerous professors (Canadian and American) who have been trained in the United States, are not prepared to examine, investigate and understand the realities of Canadian society. Canadian hiring practices which favour degree granting institutions in the U.S. over those in Canada, and special tax advantages for visiting professors have encouraged the Americanization of the content of education on Canadian campuses.

### U.S. content

The problem however, must not be viewed only in terms



of the "numbers" question, that is, how many foreign professors are there v.s. Canadian professors, but more crucially in terms of the failure of Canadian education to come to grips with the pressing issues of Canadian life.

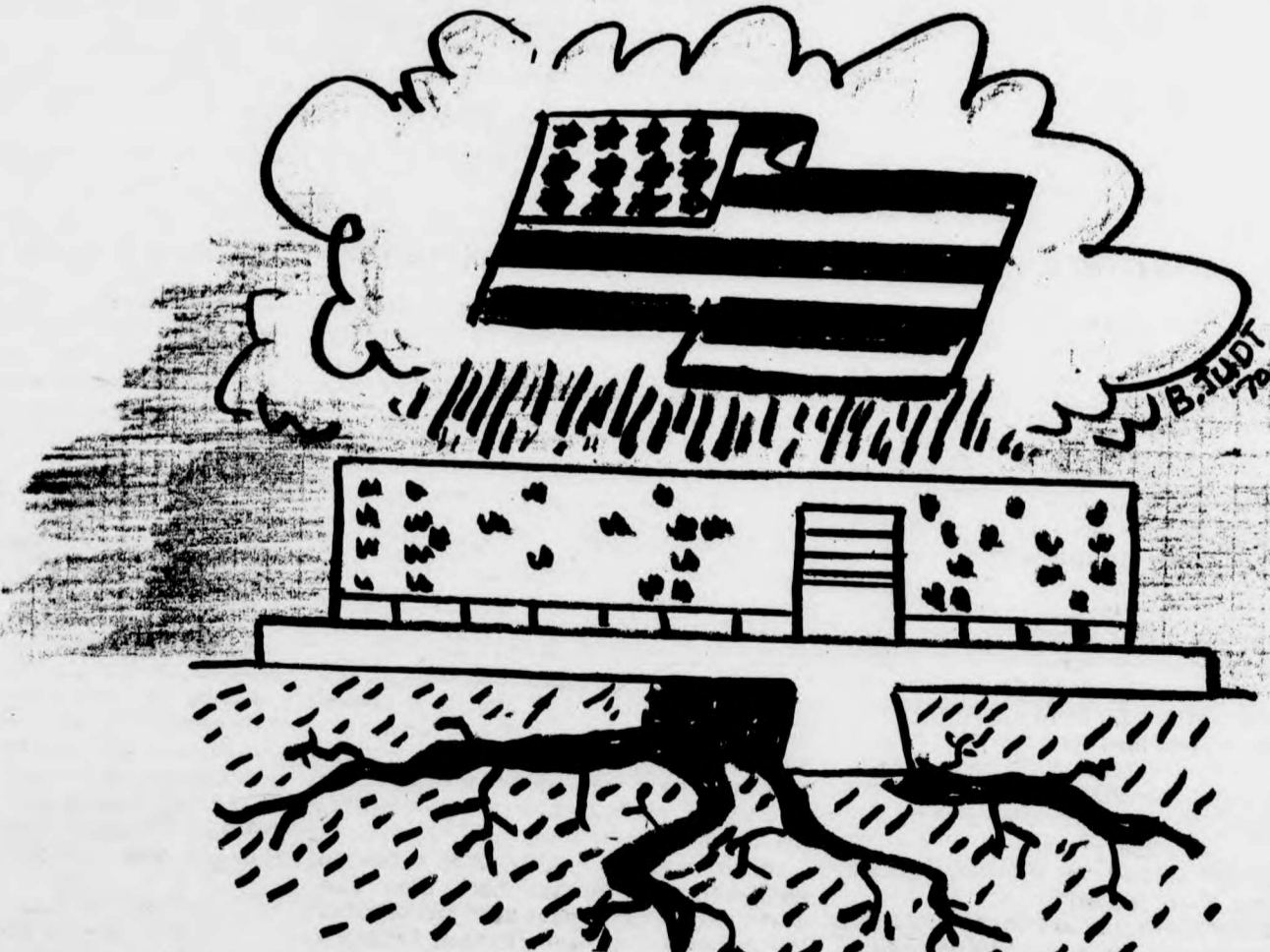
For instance when Canadian university students who are asked to comment on racism, turn their attention exclusively south of the border, and fail to acknowledge, let alone investigate the existence of such an issue in Canada (thereby ignoring the blacks in this country, the French in Quebec, and the plight of Indians on the reservation and in the cities), then they are documenting a drastic failure in the present system of Canadian education to relate to the Canadian fact. (Ed. note: see page 10 of this issue.)

The deficiency of Canadian education to provide the resources through which students can learn about Canada, will result in the continual subordination of this country to the needs and demands of American society. For how can one ultimately insist that his country be independent and self determined when his educational training has been dominated by course content, research studies and a university structure all developed in and for the purpose of serving a society other than the one in which he lives?

In the days of religious secularism in Canada, education was necessarily religious and secular. In the current period of colonialism Canadian education has inevitably become colonial, and the call by students for the establishment of curriculum that will enable them to develop a clear understanding of the true nature of life in their own society may be a first important step in combatting this colonialism.

### FOOTNOTES

1. Report of the Commission on the Government of the University of Toronto, (CUG report), p. 6.
2. B. Cameron, A. Black, Trends in the Development and Curriculum and Governing Bodies of Canadian Universities, CUS paper (25-26-219), p. 6.
3. Royal Commission on the University of Toronto.
4. Cameron, Black, p. 6; 5. Ibid; 6. Ibid.
5. American Imperialization of the University, memo, New Left Caucus, p. 3.
6. York board of governors' minutes for meeting of Feb. 10, 1969.





# Why I quit sociology 343A

By VITTORIA METELLI

I was, until a few days ago, a student in Race and Ethnic Relations 343A, a sociology course. Because I thought the reasons why I dropped the course could be of interest to other York University students, I am outlining them.

Tuesday morning (Oct. 20), I went to class more willing than usual; we had been dealing all along with the problem of the negro in the States, but I was expecting some comment about the latest events in Quebec.

I thought the professor would draw a parallel or invite us to consider and think about the situation in Quebec. But not a single word was said!

It was with a bit of disappointment, therefore, that I sat on my chair and concentrated on the negro in Mississippi. In the second hour of the lecture Prof. Morris told us about a project she has been involved in for quite a while; implicitly she was encouraging us to join.

The project consisted of sending money and parcels of food and clothes to a particularly needy family in the Mississippi delta.

She had a file of very touching letters of thanks that she had received from families and she read some to us.

One was from an 18-year-old girl who was in grade 13 and could not spell yet; another was from a mother with 8 or 9 children that she was supporting with only \$60.70 per month.

I was very moved and I felt great pity for these poor people, like all the other students. But I also started to ask myself questions: Is this the reason that I am attending a three hundred level course in sociology? To be moved? To feel pity?

Is this — the sending of parcels — the solution that a sociologist is offering me to solve the problem of poverty, discrimination and exploitation of the negro in the U.S.?

This to me seems like grade six teaching, and should be left to grade six teachers to use. If this hint of the project had come from the wife of a minister, I would have very gladly joined it, but coming from a "sociologist", no thank you!

Why didn't she at least suggest to us to support some of the negro organizations that are operating in that line, that so badly need food and clothes to distribute, and money to pay for the bails of their members?

Maybe I have been learning the wrong things (I am an Atkinson student) but to me these parcels have the function of reinforcing the stereotype concepts we have of the negro and of relieving our consciences from the guilt of Quebec!

Why not? Let us all use this nice scapegoat. Let us all concentrate on the problem of the negro in Mississippi. Mississippi is far enough away. After all, you know poverty is dirty and this way we will have very little chance of seeing it up close, and so we will not have to consider our own problems, our down-town slum, our reservations, not to mention Quebec.

Well, I have heard before that at Atkinson there is a "different standard" of teaching from that of the day school. If this is the standard of the sociology department of York University, I am very happy to be an Atkinson student and stick with it.

To my former classmates, I can only wish good luck.



## Care packages to Mississippi

# Soc. Sc. 343A: the (U.S.) unreality

By BOB ROTH

York's sociology department, ever faithful to its traditional role of ignoring Canadian content, has once again opened its annual Pandora's box — this time releasing an infliction called Sociology 343A.

Sociology 343A is a course on race and ethnic relations which, like most sociology courses, is dutifully conducted so as to minimize discussion of Canadian problems and maximize discussion of American problems.

In fact, through its use of U.S. content and liberal methodology, Soc. 343A typifies what is happening to Canadian education at York.

The university calendar's course description for Soc. 343 promises the student "a systematic study of ethnic group relations in selected happening to Canadian education at York.

For the entire first term, however, 343A course director Ruth Morris has decided that the United States should be the "selected" country whose problems Canadian students should examine. As Morris puts it in her outline:

"In exploring these (racial and ethnic) questions, most of the first semester will be focussed on a study of the extensive current literature and events regarding the American Negro."

Canadian problems such as conflict in Quebec, to which an entire course could easily be devoted, are to be discussed "among others" in the second term. As Morris says:

"As the course develops, some attention will be given to a wide variety of other ethnic and racial groups: French Canadians, Indians in Canada and the U.S., and Jews and a minority group in varied cultures, among others."

### The guiding light

In other words, race and ethnic relations are to be taught here the same way they are taught in the United States — with the American situation being used as the standard by which we judge other racial problems. Indeed, Morris is careful to instruct her students not to look at Canadian problems without using the U.S. model as the guiding light:

"Papers will also be due 2nd semester. Basically you are expected to follow a brief description of your minority group with a paper comparing them to the American Negro as a minority..."

Of course, we can be sure that when Dr. Morris is teaching in the United States she doesn't ask her American students to examine

the American blacks "comparing them to French Canadians as a minority."

The obvious conclusion, then, is that non U.S. problems are too parochial to be looked at in themselves and can only be viewed in the context of the American situation.

One would think a course on race and ethnic relations taught in Canada would have as its primary — albeit not exclusive — objective, the increasing of student awareness about problems in Canadian society.

### Personal concern

But Morris sees the course function as something altogether different:

"The basic purpose of the course plan is to give students a sense of involvement, a personal feeling and concern about at least one racial problem..."

"Consequently the whole thrust of first semester is to give this personal depth feeling for one racial problem: that of the American Negro and white."

How fitting. In the midst of increased turmoil in Quebec, in view of continuing misery on the part of Canadian Indians, Eskimos and Metis, Canadians are instructed to develop "a sense of involvement, a personal feeling and concern" about a U.S. problem.

Little wonder Canadians are more familiar with the Black Panthers and SDS than they are with the history of FLQ, FLP, FRAP, CNTU and other Quebec movements.

That is not to say American problems are not important and should not be discussed. It's simply a matter of realizing that our priority has to be the examination of Canadian problems; if we don't solve them, nobody else will.

Morris is, however, quite prepared to let students discuss Canadian topics, providing discussion on these topics "relates to our primary example."

This developing of a methodology and analysis from U.S. examples and situations is not uncommon at York — and in more than one department.

### Transplanting methodology

The transplanting of U.S. methodology based on the American experience is, however, not as adaptable to Canada as some of our professors would have us believe. Using the U.S. black situation as the "primary example" by which we evaluate the Quebec problem is highly questionable.

In the American case we are studying a displaced African culture that was forcibly torn from its homeland and, hence, to a large extent destroyed. In the Quebec case we are studying an indigenous culture that developed in Canada and survived the conquering efforts of the British empire. One situation cannot be significantly compared to the other.

Consequently, we can be sure that preoccupation with such attempted comparisons does more to obscure the real nature of Quebec and its problems than it does to clarify them.

Perhaps the greatest obstacle to our coming to grips with Canadian problems, however, is not so much U.S. content, but the influx of American liberal ideology.

Liberalism, because it fails to acknowledge the relationship between social problems and their material base in the economic system, fails to deal with root causes of social problems.

### CARE packages

The fact that Morris, herself, sees the sending of "care" packages of money and clothing to a family in Mississippi as a way of dealing with poverty, is indicative of the approach she is, no doubt, instilling in her students.

At a time when militant black groups in the U.S. are coming to see that the dismantling of the white power structure is the true solution, Morris virtually ignores this approach. Her failure to include the works of such people as Cleaver and Seale on her required reading list exemplifies this point.

If Morris insists on sending money — given to her by the Canadian taxpayer — south of the border, then her money might be better spent by contributing it to the Black Panther Party or other black groups trying to obtain community power.

But the harm this southern looking viewpoint may have already had on Canadian students is immeasurable.

One shudders at the thought of Canadians being encouraged to support a programme of sending money to blacks in Mississippi while Indians at Kenora suffer from malnutrition.

And the solution to these Canadian problems is not to simply start sending the "care" packages to Kenora.

The solution, as many Indians themselves see it, is the transformation of a system that renders minority groups powerless to control their own affairs.

The solution is the creation of a society where GM and INCO — whose interests after all are in making profits, not solving social problems — no longer pull the strings.

### Garage mechanic

But the sociologist, like most liberal social scientists, has, in essence, become an agent of the status quo.

Convinced that the societal machine is, on the whole, running just fine, the sociologist has reduced himself to the role of garage mechanic, his prime function being to tinker with the engine now and again to prevent it from seizing up when malfunctions such as poverty and racism threaten to gum up the valves.

Unless we stop looking at Canadian problems through these eyes, we will no more solve our social ills than the Americans have their's.

The time has also come for Canadian students to reject the old stand-by reason for not dealing critically with Canadian problems — "but there isn't enough Canadian material yet."

There is plenty of written material on Quebec to be had, as well as first hand accounts from those who live there. The information may not be in neat little piles — Bobbs Merrill reprint style — but it's there, in the pages of Quebec-Presses and the bulletins and newsletters of workers and tenants committees.

The same applies for the Indian situation, both in terms of written material and speakers.

### The problems are real

This begs the question: Why isn't York's sociology department digging this material up? Where are the courses on Quebec, the Canadian Indian, the Italian immigrant?

We are being asked to tolerate a situation where such courses are absent, while at the same time courses are being offered on the United States, not to mention Latin America, Africa, Asia and the Middle East.

The time is long overdue for the sociology department to examine its warped sense of priorities.

Students last year made it clear they wanted to talk about Canadian problems and they wanted to hear first hand from those people who know most about those problems and are actively combatting them — Michel Chartrand in Quebec, the Just Society Movement in Toronto, and the various Indian federations from coast to coast.

Yet, little has been done.

How many more times do we have to ask?



## Social Sociology 343:

# Race and ethnic relations

### Content and purpose of course

This course will stress two major questions:

- 1) What kinds of factors make some race and ethnic relations positive, while others are much more negative? A variety of examples of race and ethnic relations will be studied to try to examine some of the variables involved. Related to this question is the whole issue of what methods are more and less effective for improving race and ethnic relations.
- 2) What are the effects of racial and ethnic prejudice on BOTH the dominant and the minority group? What are the cause of negative attitudes in both groups, and what are some of the effects of negative attitudes on them, and different patterns of responses among each group where discrimination exists?

In exploring these questions, most of the first semester will be focused on a study of the extensive current literature and events regarding the American Negro. As the course develops, some attention will be given to a wide variety of other ethnic and racial groups: French Canadians, Indians in Canada and the U.S., and Jews as a minority group in varied cultures, among others. Through papers and reports students will have opportunity to explore a wide variety of ethnic and racial situations.

### No smoking rule

As a matter of personal courtesy for myself and others who prefer breathing unpolluted air, I request no smoking in the lecture room. This rule applies during lectures, during exams, on rainy Tuesdays, and in short at all times. I would appreciate your co-operation in reminding anyone around you who is amoking of this rule. Anyone who feels excessively discriminated against might try asking himself in how many situations he is already inflicting his smoke on others who would like to breathe relatively clean air. I strongly urge anyone who is excessively bothered by this rule to transfer to another section or take another course.

### Course plan, requirements, and grading

First semester, readings are heavy in quantity, but light and interesting in quality. All focus on the Negro-white situation in the USA; many are autobiographical and most deal in a personal way with the situation.

Second semester readings will be somewhat heavier and more theoretical but much shorter. A paper will be required second semester, based on material to be used in a small-group report to the whole class on some one minority group. See below for more details on paper.

First semester the course will consist of two hours of lecture and one hour of discussion sections per week; for part of second semester, small group reports will take the place of some of the lectures.

Grades will be based on the following:  
FIRST SEMESTER EXAM 1/3  
SECOND SEMESTER EXAM 1/3  
PAPER, oral report and class contributions 1/3

The basic purpose of the course plan is to give students a sense of involvement, a personal feeling and concern about at least one racial problem; the assumption is that if this can be conveyed, the student himself can go on to learn more about it, to develop ideas of his own about why and wherefore, and to experiment with social change approaches. If on the other hand, we were to make an essentially fascinating subject such as race and ethnic relations dry and dull, and thus to quell your budding interest, no brilliant theories of ours would have any significance to you.

Consequently the whole thrust of first semester is to give this personal depth feeling for one racial problem: that of the American Negro and white. Second semester we will deal with other ethnic and racial problems and with some theories about race and ethnic relations, considering how each of these relates to our primary example and other race and ethnic situations.

### Paper and oral reports

Your teaching assistant will help you form small groups of about 4 or 5 persons for oral reports to class on some minority group, based as far as possible on your interests. The following groups are possible ones, but if you can interest 3 other students in your discussion group in some other minority of your choice, you need not be limited to these:

- Franch Canadians in Quebec
- French Canadians outside Quebec
- Canadian Indians (US Indians)
- Jews
- Poles
- Ukrainians in Canada
- S. African blacks

- Draft dodgers
- Catholics
- Puerto Ricans
- Italians in Canada
- Women
- Japanese in N. America
- Chinese in N. America

- minorities in Brazil
- race relations in Hawaii

The library will probably NOT have adequate material on some of the more obscure groups above; other groups such as draft dodgers and women and Catholics are not perfectly parallel to ethnic minorities and may present problems in this sense. You are not expected to start much reading toward your topic first semester, but your group IS expected to make sure you can cover the topic agreed upon, before the end of 1st semester, and arrange a change of topic where necessary. We will not be sympathetic to groups which come to us a week or so before their report deadline with the discovery they cannot handle their topic.

Oral reports will be discussed more 2nd semester, and will not take place till then. It is not necessary that every member of the group group get up to speak; the purpose is to plan your group report to inform the class in the best possible way about your minority group.

Papers will also be due 2nd semester. Basically you are expected to follow a brief description of your minority group with a paper comparing them to the American Negro as a minority, focusing on one of the following three subjects:

- A) Comparative effect of minority status on these two groups; their comparative roles in the society, self-images, and attitudes toward assimilation, integration, and independence.
- B) Comparative effect of these two minorities on the dominant group: causes of its attitudes toward them, and toward assimilation.
- C) The two groups compared in relation to best methods for achieving desired social change in the two situations.



Supermarket round-up

# Get it at Kensington

By JOHN OUGHTON

Supermarkets aren't. The Dominion of Loblaw's Food City POWER trip is to get you to buy a package possibly containing some edible or consumable which you could get more cheaply elsewhere. That Cryopak with preservatives and colouring which you just bought might as well be plasticene or frozen embalming fluid until you get home and open it and — It's a turkey! But next time who knows?

Like the food, the people don't really seem like people; all the help are supposed to do is "Cake Binders? Six aisles over in semi-malleable things department," or else "clickety-clack-whir-bong-\$23.59 please" because there's a Big Eye somewhere in the store checking for inefficiency factors in the profit equation.

The genuine markets downtown, at least the Kensington and St. Lawrence ones, allow you to deal with food and people on a more real level. In addition, you can learn many things there, including what life is like for some of the people who are too ethnic and too interesting to ever appear in Toronto Life.

Kensington Market is probably the most famous, thanks to the publicity work of the defunct rock group. The stores and stalls which comprise it center around Baldwin and Augusta St., which meet about three blocks south and one block west of Spadina and College. There's something of everything there: a second-hand bicycle store, a used articles shop so stuffed with useless junk that there's no space left inside, a hip clothing/head shop, mass-produced religious art, and food.

The merchants in the Market are predominantly Jewish, Portuguese, and Italian so it looks and often smells like a piece of Europe. Olives, onion bread, garlic, fish, and very frightened live chickens all contribute to the atmosphere. The people there are very vocal generally, and appear to be hassling each other even more often than they really are.

The foodstuffs on display include many things most Canadians never see or eat such as goat's meat, white radishes and leeks. When you're after cheese or fruit, you can often get a free taste before deciding. However, the merchants are generally wily so check your change and make sure you aren't given and charged more than you want.

Kensington Market is often crowded, especially on Saturdays and it's usually impossible to park where you want to. The noise keeps it from being relaxing, but the people there are usually friendly and fruit, dairy products, bread and vegetables are really cheap and good. One place particularly worth visiting is a little store with "Hungarian and Roumanian specialties" that has Turkish coffee, dark chocolate made with honey, possibly the best baklava in Toronto, and great cabbage rolls. It's on the first street south of Baldwin.



There are two market buildings in the St. Lawrence market, one on each side of Front St. just west of Jarvis. The south building is a merchant's market much like Kensington except the meat, and sometimes the fruit, is superior quality. The fruit vendors hawk their wares at top volume: "the loudest grapes in town — pick your own bunch!" and the meat is all on sale — special most of the time.

The northern building is the Farmer's Market and, for me, the most enjoyable place to buy food in this city. The people who sell the things there usually made them or grew them personally, and are always willing to tell you what's best or how to cook it.

There's home-made fudge, cider by the cup, Ontario camembert (it's good), banana muffins and green peppers at 5¢ apiece. Vegetables can't be gotten any fresher unless you grow them yourselves. Shoppers and vendors alike appear to enjoy themselves; if our liquor laws were slightly saner there would probably be someone there selling currant wine by the cup.

Both St. Lawrence markets start very early Saturday morning like about 5:30. The Farmer's market is mostly over by noon or 1 pm; the other one lasts a little longer. Sometimes you can get bargains like two big lettuces for a quarter when the merchants are clearing up. These are the real supermarkets, and they're run by people who never change in a phone booth. There's magic even in the jellied preserves — little jars of pure glowing color. "Enjoy, enjoy," Harry Golden.

Buy a fat pig today.

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## IMPORT Auto TALK



By IAN NEILL



Datsun 240-Z: car experts love it. So will you.

"Road Test" magazine raves over 240-Z

The editors of "Road Test" magazine really blow their minds in the review of the Datsun 240-Z. First, you must know they are a very picky bunch of drivers and engineers. They know all about cars and they don't pull their punches when they find something stupid. But with the Z-car they were so complimentary it was embarrassing. A few quotes: "A sportscar's sportscar . . . considering the styling, the performance, and the price, the only word for the new Datsun 240-Z is 'sensational' . . . we would rate the little Z-car as extremely good in general comfort . . . the 240-Z stops dead true and with no dramatics . . . with the big discs up front, you know it's going to keep doing it, too, come hail or high water . . . the interior is well-planned and luxurious looking . . . there is room for all the luggage one would need, and the seats are extremely comfortable buckets . . . gas mileage is good."

Safety And Anti-Air Pollution Control

An announcement from the Nissan Motor Company's head office in Tokyo on June 8 (before the "white smog" phenomenon struck that city of 13 million people) stated that the company would exert its greatest efforts to solve the urgent problems of passenger and pedestrian safety and the elimination of exhaust gas air pollution.

Nissan is the manufacturer of Datsun cars and the announcement emphasized these problems were foremost in the company's overall aims of mass-producing the safest and cleanest cars that consumers can buy.

Improved auto safety equipment and measures to prevent air pollution from exhaust gas have been of primary concern in Japan, North America and Europe. At a May meeting, the Japan Automobile Manufacturers Association agreed that all research and development efforts in the immediate future would be devoted to the development of engines powered by lead-free gasoline. It is expected these will be in production within five years.

Datsuns First To Meet Tough Californian Standards

Datsun cars were the first imported cars to receive confirmation in mid-May of their qualification to meet the very strict exhaust gas standards set by the State of California. All 1971 model Datsuns comply with these regulations — including those now being sold in Canada — are all fitted with emission control equipment.

The California exhaust gas control measures are the most severe in the world and specify the following minimums for exhaust gas content:

Carbon monoxide: 23g-mile; Hydro-carbon: 2.2g-mile; Nitrogen oxides: 4g-mile; Fuel evaporation: 6g-test.

(Testing of fuel evaporation requires that engines run continuously for 11 hours under various conditions.)

In April, Datsun cars were also given the exhaust gas stamp of approval by the U.S. Department of Health, Education and Welfare's National Air Pollution Control Agency.

Personally, I'm all in favor of these controls because every step must be taken to help keep our environment clean.

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# The old American way: college football changes

By NICK MARTIN

"Nobody wants to talk about football anymore. Some young kid I never saw before came into my office today. I told him that I didn't talk to Communists, draft dodgers, flag burners or people trying to destroy our country. He assured me he was none of those things, so I sat down and talked to him."

The man making that statement, in a Sports Illustrated interview, was Ben Schwartzwalder, head football coach at the University of Syracuse, a man who had fought his way through a world war and hundreds of gridiron battles without a trace of fear, a man now striking out blindly at something he wouldn't or couldn't understand.

Schwartzwalder had built a dynasty at Syracuse, riding the wide shoulders and piledriving legs of black superbacks like Jimmy Brown, the late Ernie Davis, Jim Nance, and Floyd Little to major bowl championships. But that was in the past, and in 1970, the latest black superstar, Al Newton, and seven of the eight other blacks on the Orangemen squad had been suspended from the team for the season, while Ben Schwartzwalder stood there wondering why this was happening

## Black walkout

The team's black players had walked out on spring practice in protest over Syracuse's failure to hire a black assistant coach. One was hired, but then Schwartzwalder suspended eight of his nine blacks, who immediately filed charges of racial discrimination with the Human Rights Commission. The administration tried to have them reinstated, but then, under heavy pressure from the alumni, officially suspended them for the year.

Schwartzwalder, watching what was left of his team get clobbered by Kansas, while police helicopters flew overhead and armed guards patrolled the stadium after threats of violence by campus radicals, said sadly, "I'm not supposed to be a football coach, I'm supposed to be a sociologist or something. I don't know what's happening anymore."

## Football as life

Something is happening in college football, something that men like Ben Schwartzwalder cannot understand. For to them, football is not a game but a life, an endless circle of practices and game plans, chalk talks and recruiting trips, game films and alumni dinners, revolving constantly, turning inexorably to the whole raison d'etre of their being, the roaring ecstasy of an autumn Saturday.

As players they were taught that they existed for the team, the school, the coach. Now, as coaches themselves, they expect their every word to be obeyed as law,

just as they performed unquestioningly for their Knute Rocknes, Bud Wilkinsons, and Dana X. Bibles.

They applaud men like Marine Corps General Lewis W. Walt, who said at the January convention of the American Football Coaches Association, "There is a lot of psychology to making a good marine — the same as making a good football player. We want to determine his strong points and weak points. At the same time we want to find out what he is really made of. Many of them have never developed self-discipline or experienced group discipline. They lack pride and self confidence. These are as essential in the making of a marine as in the making of a football player."

And that's the way it's been for a hundred years: unquestioning loyalty for the greater glory of coach and school. Until a handful of players began to say no.

## Trouble and relevancy

Frank Champi was just another ordinary quarterback at Harvard when he ran on the field to run the offense in the 1968 Harvard-Yale game, with his team trailing 29-13 with two minutes to go in college football's most famous traditional rivalry. When he left the field on the shoulders of the crowd, it was 29-29, and Champi had passed for two touchdowns and two two-point conversions. Yet in 1969, Champi walked away from football, saying it was no longer relevant.

Fred Abbott was a highly-sought after high school prospect who finally elected to go to the University of Florida. As a sophomore this year he was expected to move straight into the middle linebacker slot on the Gator squad, but instead he quit football, charging the coaches were trying to turn him into a machine.

Racial trouble has erupted at a number of schools. At California, Indiana, Idaho State, San Jose State, and Washington, blacks were dropped from the team after protesting conditions. At Wyoming, the team plummeted from a 6-0 record to four straight losses after the team's blacks were cut for asking to wear black armbands in the 1969 game with mormon Brigham Young University.

College athletes, like other college students, are changing. At some schools, wise coaches

recognize the changes, and ease up on their authoritarian rule. At some schools, particularly in the east, there is no coaching opposition to long hair or participation in campus politics:

But these men are still in the minority. At Ohio State, Woody Hayes still sends his Buckeyes into battle by showing them the most violent movie he can find and reading them the philosophy of his hero, General William Westmoreland. At Texas, the Longhorns' first black player, Julius Whittier, told a local newspaper that he had more in common with the campus radicals than with his white teammates. Texas fans waited for coach Darrell Royal to pounce, but he didn't have to; "His mammy jumped all over him," said Royal.

It is such men who refuse to see what is happening, and when it does happen, as it did to Ben Schwartzwalder, they are completely bewildered by the events taking place.

Not that there are many players of this sort, for just as campus radicals do not represent entire student bodies, neither do these athletic rebels represent their teammates, most of whom fit perfectly their coaches' conception of the football player.

## Changing context

But the reaction to the college football system is growing, and it will continue to grow as long as coaches refuse to bend, to achieve a compromise with the players who just cannot accept their iron discipline and unquestioning dedication.

Yet college football, and the reaction to it, has extended far beyond the coaches and players, to whom it never really belonged in the first place. It is fast becoming the target of campus radicals, who object to the emphasis placed upon and the money spent on football.

It costs hundreds of thousands of dollars to feed, equip, and house a college team. They play in huge stadia, and travel all over the United States, further adding to expenses. Yet the expense is far surpassed by the revenue brought in at the gate, and it is here that college football shows its true face.

## Played for money

For most small colleges, football is basically still a game, as it is in Canada. But in the major colleges,



Ben Schwartzwalder: coach or sociologist?

## Football not at fault

it is not played for the students or some grand old tradition; it is played for money. For in the major colleges, football does not belong to the coach, or his players, or even to the student body; it belongs to the alumni, to the city, to its state, or in a few schools like Army or Notre Dame, to the nation.

Yale University has 8,000 students; the Yale Bowl seats 70,000. Tulane has 8,000 students; Tulane Stadium holds 81,000. Auburn has 15,000 students; its stadium seats 61,000. Notre Dame has 7,200 students; its stadium holds 59,000. UCLA has 28,000 students; the Coliseum has 100,000 seats. Rare is the major school, no matter what its enrolment, whose stadium would not dwarf anything the CFL could offer. And rarer still is the major school which charges under \$6 a ticket.

College football in the United States, particularly in the south and midwest, is a way of life. When the Mississippi Rebels take the field, they are not playing for their fellow students, but for the state of Mississippi. Millions of citizens who have never gone to college live and die every Saturday with their favourite team.

It is this vast commercialization that is causing the growing protest. The athlete feels that he is but a hired hand instead of a student, and the student body resents the 'free rides' these athletes are given in the interests of making money for the school.

It is this commercialization and depersonalization of the athlete which is protested, and not the game itself. For football, as it was meant to be played, is a tremendously exciting game. It is violent, but people are violent, and football is a release for our violence.

It is graceful, with a flowing movement that at times is almost poetic, — Gale Sayers in an open field, an artist in his own landscape.

It does, as it claims, teach teamwork and sportsmanship, responsibility and discipline.

This is what football is for, to instill values in its players, to entertain college students on a crisp autumn Saturday. College football in the U.S. if far too big and popular a spectacle to return to that ideal, and thus there will inevitably be more trouble. The coaches can alleviate the conflict by recognizing that their players are human beings, but it will not stop the trouble entirely.

For major college football has lost its purity in its pursuit of the dollar, and there will be more Ben Schwartzwalders standing bewildered as their players turn their backs on the sport or head for the small colleges, where football is still a game and the athlete still a student with all the feelings and desires of a human being.

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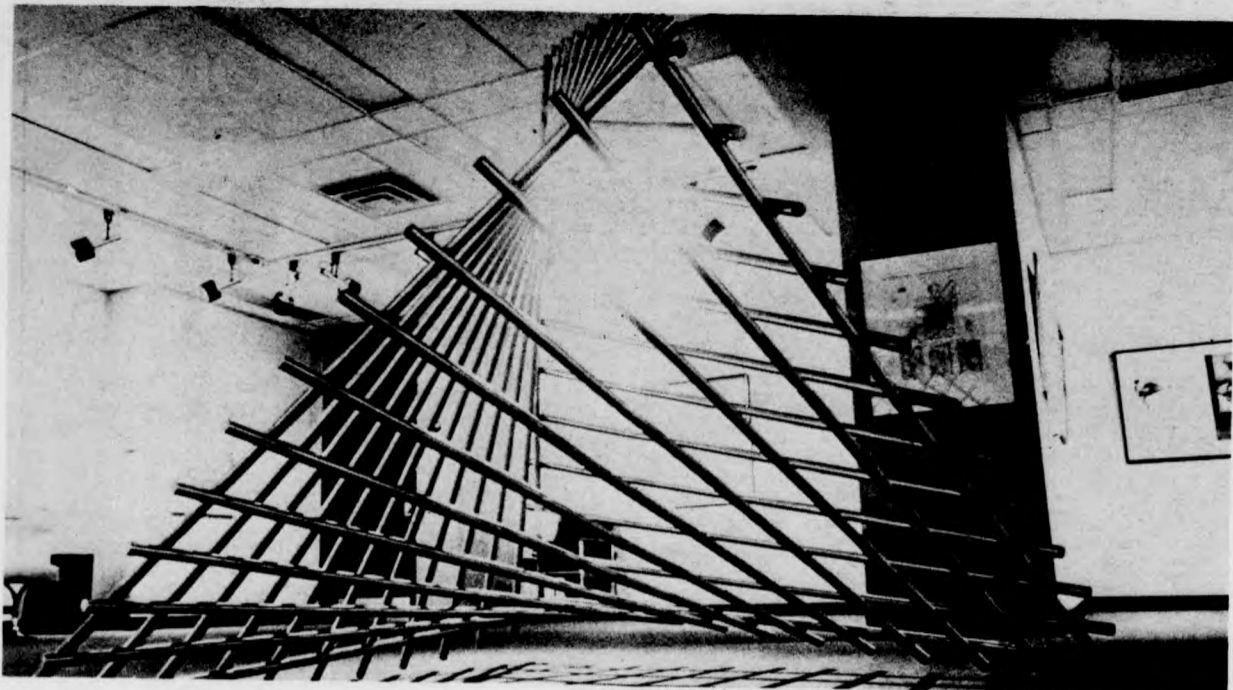
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AGYU

Excalibur -- Tim Clark

Just opened, the Art Gallery of York University has an impressive collection of work by the Fine Arts faculty. Wander down to N145, Ross Bldg., and take a look, or two, or three.

## Dionysus in '70 is recreated

By BRIAN PEARL

Dionysus was born again in the Studio Lab Theatre on Queen Street last Saturday. Ernie Schwartz's fantastic production of Dionysus in '69, by now a classic example of Living Theatre, has been renewed as Dionysus in '70 and will be running until November 29. The play has been adjusted finely to give it greater depth and sharper contrasts. Basically, Schwartz has improved the involving theatre games and de-emphasized the literal, self-important plot based on Euripedes' The Bacchae.

The admix of a classical Greek play and the theatre techniques of sensory and image games played with the audience developed by the La Mama Company of New York in 1968 has never failed to stimulate some excitement in an audience at

Studio Lab. The combination of Euripedes' brilliant play on the battle between human reason and human passion and the sensitive cast leading the audience in a series of highly active games which turn the whole crowd into a real group always reaches some part of my head.

The show is an organic thing and is perfectly capable of growing and improving, as the renewed production shows. The cast has become very much better at leading the group in their games of rhythm stimulation and bestial simulation. In the former, the group cast and audience, comes to the stage and begins to dance, making up their own rhythms and dances. How we all reach a new beat together is a tremendous and wonderful mystery. The beat seems to grow among us until the entire group is dancing to the new rhythm and improvisation from the heart of the group leads to a new beat. It is ecstasy; dramatic, mythic and religious ecstasy recreated in the theatre.

The second game I'll call

'beasties' because we all become snarling beasts. The cast moves among the crowd snarling and gesturing menacingly, sometimes playfully and receiving responses in like manner until a group of beasties is formed. One wolf came at my date, I accepted the challenge and adopting the appropriate defensive postures and mannerisms escorted him away from my mate firmly. This game didn't get far as it could have that night, but the possibilities are staggering for an intensive group thing on the stage.

In the more conventional aspects of the theatre, Dionysus in '70 is a confident, well-planned production. The set is a series of gradually rising hillocks of wooden boxes that circle a large floor space centering on a round, red rug illuminated by a circle of dim light bulbs suspended from the ceiling. The entire theatre is a vortex. The audience is drawn physically towards the play-ground, the centre floor space. The random piles of boxes resemble rolling hills on another scale, and the

naturalism of the set is quite remarkable. Don and Mary Kerr have improved the setting brilliantly.

De-emphasizing the plot seems to have caused the biggest problem. Familiarity with the story is not necessary, but it does seem necessary if the significance of the plot is to become clear. The biggest change is the ending. Last year, Dionysus harangued the crowd from the scaffolding, prophesying doom for everyone there.

This year, the ending is less dramatic, (or at least it seemed that way Saturday) but easier to appreciate. The cast, Euripedes' chorus playing the people of Thebes, wander aimlessly among the group, making senseless sounds and unable to touch anyone. Meaning and action are dead, passion and desire are dead; the dying zombies circulate among us while Dionysus stretches out on a beach towel, smoking a corona cigar, lording it over the populace that dared to deny him his due.

If you see Dionysus in '70, (and if you haven't, you ought to; if you go early, the mood is perfectly built by the cast in the role of highly personal ushers during the half hour before the play actually starts. The very reasonable student price is two dollars and fifty cents (only a quarter more than a film for a whole universe of sensations).



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## Rambles in new record releases

**Rolling Stones —**  
**Get Your Ya-Ya's Out**

The Rolling Stones are back on the scene to vocally and instrumentally pounce on all that is most grotesque and obscene in our culture. 'Get Your Ya-Ya's Out' manages to mirror all your feelings and throw them back at you in a self-conscious and rebellious manner.

This live album captures the Stones as they really are; rough, raw, crude and occasionally off key and out of time.

Jumpin' Jack Flash, Street Fighting Man, Honky Tonk Women, and Sympathy For the Devil serve as a radiating force of sound which revolves around Chuck Berry's Carol and Little

Queenie before the Stones mellow somewhat and really get into Love in Vain and Midnight Rambler.

Live With Me is typical of the way in which the Rolling Stones cut right through the false sentimentality of pop romanticism. It is also typical of the non-obscured realities of today's society that Mick and the boys continue to mock you with. So, if you decide to really hear it like it is, then you too will probably get your ya-ya's out!

**Uriah Heep**  
**(Mercury SR - 01294)**

This is the first album of the new British pop group Uriah Heep. It is a weak attempt at a heavy fusion of rock and mellotron induced medieval harmonies. Uriah Heep is inconsistent in their programme and can't quite bridge the gap between traditional tunes such as Come Away Melinda and their new ideas which are presented under the haunting premise of cuts such as Bird of Prey. The album comes through as being a competition of distantly related and terribly structured noise.

**Grand Funk Railroad —**  
**Closer to Home**

Grand Funk are a group which made it on quality and their latest album, Closer to Home, is a pretty fair indication of what makes them so damn good. It presents a foundation of some of their earlier work, but the striking feature of the album is their noticeable musical maturity. Grand Funk have applied their blues premise to some of the problems of today's modern youth culture. They have also introduced some fine keyboard work which is appreciably noticeable in cuts such as Mark Farner's Get It Together. The nine minutes and forty-seven seconds of I'm Your Captain is more than enough evidence of the abilities and perhaps new trend of Grand Funk Railroad.

**The Band — Stage Fright**  
**(Capitol SW - 425)**

This is the long awaited third album by The Band and is not only their worst effort but is a disappointing record in general. Musically, The Band have shifted their emphasis to encompass a larger rock scope. Lyrically the songs of Stage Fright are not drastically dissimilar to previous Band themes, however the album seems to lack the absolute honesty and dedication evident in their previous two albums. There are some redeeming features in The Shape I'm In and Daniel And The Sacred Harp but these are not enough to pull Stage Fright up to the level of quality displayed in the past.

— Steve Geller

**Crowbar**  
**(Capitol SKAO - 471)**

We might miss Crowbar through lack of attention to the Band style. Crowbar is linked to the Band by the hand of the same master: Rompin' Ronnie Hawkins. Besides being brilliant about music, Hawkins is a perfectionist who drills his groups for months in the crummiest joints to teach them how to perform. From what I hear, Crowbar, like the Band, parted company on good terms, simply anxious to follow their own road.

Their own road is somewhat different from that of the inimitable Band. They sing the blues. And they do it well, as good as Canned Heat at their best. Their blues swings with the driving sound of strong rhythm.

At the helm is King Biscuit Boy who plays one of the meanest harps around, as well as a good slide guitar. He's backed by a strong rhythm section that keeps simple except for some smooth organ and piano.

What else is nice is the Canadian flavour. It's nice to hear in "Biscuit's Boogie" a blues story that has a Toronto setting. It's friendlier.

— Lloyd Chesley

In 1918, this man traveled the South with a portable electric chair.



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# Lights, Camera, Action!

By DAN MERKUR

I don't believe in cult films, at least in cult films per se, because of the bullshit inherent to cultishness. A cult film can be likened to a charismatic political leader who gains support because of his sexual/emotional appeal, and whose political theories are incoherent, or, at best, inconclusive.

(Films like those of Humphrey Bogart that gain neo-cultish following due to the independent discovery of their inherent worth are exempt; as are politicians who gain a following for their ideas, and who happen to be charismatic.)

The problem with the cult films — *The Graduate*, *Easy Rider*, *Five Easy Pieces* — is that their success hinges on talented and sexy actors, while what is in fact touted as their virtues are the themes and philosophies expressed, as if to say that Nicholson's winning smile, or Hoffman's lovable schlemiel weren't really the cause of the films' celebrity.

Because, you see, the themes are infantile (anal stage); and the philosophies are never expressed coherently, if at all. At best they are cryptic, enigmatic and illogical.

These are the youth-in-search-of-identity stories — the odyssey down a highway, the graduate faced with a vicarious world, the man reviewing the decisions of his youth — at least, supposedly they are. Yet the identity they find is not truly found; it is an identity by virtue of abdication. The identity of Captain America is fantasy, a self formed out of rejection of established alternatives.

Nicholson in *Five Easy Pieces* is a hard hat — not because he enjoys it; we are shown he does not — because he does not want a genteel life as a concert musician; which was his father's ideal.

Benjamin Braddock can't be bothered even to find a negative identity: he is passive throughout. His one positive action is the final one of the film. According to Mike Nichols. *The Graduate* is popularly misinterpreted. Benjamin, says Nichols, is not a schlemiel; he is an opportunist and a bastard, and his final snatching of a bride is childish, selfish, and doomed to failure.

Nichols brings into question the power of film to be dynamic and charismatic, to glorify that which is shown, even when what is shown is clearly false. The philosophy of *The Graduate*, as intended,



Dennis Hopper, Jack Nicholson, and Peter Fonda in *Easy Rider*.

shows a man who uses an older woman as a sexual object (and she him, of course); who resists maturity, is a thorough bastard (refusing to get a job, and treating his folks as though they owed him everything; and he them, nothing at all); who willfully and pridefully takes what he wants when it is convenient (like a girl from the altar) even though he had had his opportunity and refused her; and who is doomed to failure.

Thus Nichols intended that we see that egocentricity grounded in fantasy is bound for failure; that in order for us to have meaningful lives, truth and reality as well as humility and charity must be our values. He failed, however, and his film shows precisely the opposite of his avowed intentions. And strangely, even though the film does not work as a failure, we accept its inconsistencies, and in spite of everything, we still think the best of Benjamin Braddock.

*Easy Rider* opens with cocaine smugglers at work. Can anyone justify these men, in any morality or ethic ever conceived on this planet? Yet the film makes them into Heroes, riding in glory amid misunderstanding, unsympathetic, often antagonistic, and ultimately destructive humanity.

The film-makers have distorted our perspectives, manipulated our emotions, and forced us into a position of identifying with parasites, the agents of corruption.

And because these Heroes are killed, they become tragic figures, and we sanctify them. But it makes us hypocrites to do so. Existentialism only allows the protagonists to be heroes without moral condemnation, and existentialism also denies tragedy in their deaths. If Captain America and Billy are heroes, they are not tragic, merely existentialist; and if they are tragic, they are villains, and not subject for sympathy.

*Five Easy Pieces* does not have a badly expressed, cryptic and widely misunderstood philosophy as does *The Graduate*. Nor does it have a perverse morality/existential meaninglessness like *Easy Rider*. In fact it does not have a statement to make at all, and does not make one, even by accident.

What does *Five Easy Pieces* say? That the itinerant hard hat life is good? That the life of a musician is bad? Is good? That the protagonist is right? Wrong?

All *Five Easy Pieces* says is that Nicholson is unhappy with his father's values, unhappy with his lack of values, cannot stomach sophisticated artsy bit-

ches, and cannot be happy with a more ignorant, clinging girl. So what *Five Easy Pieces* leaves us with is not a statement, but a question, and even that question is enigmatic for the most part.

Ingmar Bergman poses the same questions, of the meaning of life and of love, of what constitutes a valid life, of who we are, and why. And Bergman asks them clearly, concisely, and in such a way that dispenses with most of the facile, inadequate answers with which we usually rationalize our way out of the uncomfortable position of being unable to find an answer, a true answer.

Why *Five Easy Pieces* will play for months and become a celebrated, cult film, while *The Passion of Anna*, Bergman's latest and best film, played for two weeks to empty houses, I do not know. I can attribute those facts only to the ignorance of the film-goers. Which is why I have written this piece.

As it stands, widely misinterpreted, *The Graduate* is a lie. *Easy Rider* is perverse as well. *Five Easy Pieces* is vague and nebular. By paying for these films, you encourage backers to continue to produce similar crap. Do yourself a favour, see something worthwhile for a change.

## Fine Arts series

# Discover ... New Music

By PATRICK KUTNEY

The concert by the Dorian Woodwind Quintet at Burton Auditorium on October 19 ushered in the 1970-1971 Performing Arts series presented at York by the Faculty of Fine Arts. This year, the Faculty of Fine Arts has chosen to present solely 20th century classical pieces in the music portion of the Series, entitled "Discoveries in ... New Music".

The faculty must be admired for adhering to this maxim. 20th century classical music and its offshoot, electronic music, has never been given the support that other 20th century art forms have received. Just as painting involved into the abstracts of Picasso and his contemporaries and further, so too have classical composers come around to the point where the most radical term music as "pleasing sound" (at least to themselves).

Appreciation of modern music (post 1900) is more difficult than say, then appreciation of modern theatre. Part of this is due to lack of exposure. Radio, television, and live performances, from the solo instrument to the symphony orchestra limit the number and frequency of modern works that they play. They prefer to play pieces that are popular with the public because of repeated playings or the great number of years they have existed. It's a vicious circle.

Another stumbling block to appreciation is the music itself. In developing out of the romantic period, composers have abandoned many of the musical

forms and structuring employed by their predecessors.

There are many new trends in this century. Impressionism and neo-classical music, with Debussy and Stravinsky as their chief exponents, respectively, was more prevalent in the earlier part of this century. 12-tone music and atonal and polytonal music seem to be the most popular forms today. The former is based on a tone-row, which is a basic melody derived from the 12 notes of the chromatic scale, while atonal music and polytonal music is music without key or in several keys at the same time.

Composers are exploring the spectrum of tonal possibilities of individual instruments and the orchestra and, sometimes, fusing native music with classical, as Japanese composer Takemitsu has done. 20th century music is fascinating, but it requires an increased awareness on the listener.

Burton was perhaps half-empty for the Dorian Quintet's performance. The disappointing turn-out is possibly partly attributable to the fact that the programme consisted of 20th century music. Certainly the excellence of the Dorian woodwind Quintet cannot be denied.

You are urged to attend the remaining concerts. A good deal of incite into 20th century music should be garnered from John Beckwith's lecture, "Radicalism in Modern Music on February 10 at Burton.

## SHORT STORY CONTEST

Sponsored by Fountain Magazine of Founders College

The author of the best short story submitted is awarded \$100.00. Direct submissions to Fountain, Room 006, Founders College, before December 1st, 1970.

Please note the following conditions:

1. The short story must be the work of a full-time student at York University,
2. The length of the work should be between one and five thousand words,
3. That contributors agree to the publication of entries in a volume of collected stories which Fountain Magazine intends to release at Christmas,
4. That there be a panel of judges who will be invited by Fountain,
5. That all entries should be typewritten.

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# University News

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## MAC'S MILK FELLOWSHIP

At a special presentation, October 21, attended by Dr. Gerald A.P. Carrothers, Dean of the Faculty of Environmental Studies (left) and Dr. Walter B. Carter, Chairman of the Senate Committee on Scholarships and other Awards (right), Mac's Milk President, Ken McGowen presents the first \$2,000 Mac's Milk Fellowship in Environmental Studies to graduate student Belinda Sugarman. A York graduate, Belinda obtained her B.A. degree with distinction in history and urban studies, in 1969. Last year she enrolled in graduate work towards her Master's Degree in Environmental Studies and during the summer months worked as a research assistant for Professor Alex Murray, studying the interrelation of human behaviour and housing at Edgely, a mixed public and private housing development near Steeles Avenue and Jane St.

## Where to eat at York

At almost any time, a member of the York University staff, faculty, or student body is only moments away from a fresh cup of coffee, a tasty snack, or a hot meal.

Just opening this week is Stong College's French Cafe, Le Soupcon, open 9:30 a.m. - 7:30 p.m. on weekdays and serving a different hot entree each day as well as hot and cold hors d'oeuvres, onion soup, salad, French pastries, croissants, cheeses, fresh fruit, and special coffee.

The Pizza Pitt, in Central Square, is open all day until 1:00 a.m. during the week and from 9:00 a.m. until 1:00 a.m. on the weekends, as well as delivering.

The Buttery, located in the first college complex, offers an alter-

native to those who fancy just a light snack, a hot dog or hamburger. During the week the Buttery is open all day until 1:00 a.m. and from 1:30 p.m. until 11:00 p.m. on the weekends.

The Central Square Coffee Shop offers hot meals three times a day and has several alternatives to the entree of the day: hot meat sandwiches in the "mini-del", various seafood selections from the "Fisherman's Wharf", waffles, "Chicken in a Basket", soups, salads, cold plates, or sandwiches. Open from 8:30 a.m. to 10:00 p.m. Monday through Thursday and 8:30 a.m. to 3:30 p.m. on Friday, the Central Square Coffee Shop is closed on weekends.

Atkinson Coffee House, with the

same hours as Central Square Coffee Shop, has standard cafeteria service.

Law students and faculty have close proximity to the Osgoode Hall Lunch Room, open Monday through Friday from 8:30 a.m. to 3:30 p.m. and featuring hot and cold buffet.

College Dining Halls and two serveries are in the first college complex. Two hot entrees are offered at lunch and dinner along with cold plates, sandwiches, and as many as 16 different desserts. During the weekday the serveries have coffee hours twice a day. Awaiting the completion of the college residence, the Stong College servery is open Monday through Friday only.

Although they don't serve meals, the college coffee shops offer coffee, other beverages and small snacks at almost any time during the day, and boast of such colourful names as The Orange Snail (Stong) and Argh (McLaughlin). Founders' Cock & Bull claims a "good sale on doughnuts and coffee every day and seven different varieties of potato chips". All the coffee shops are open weekends and most have live entertainment on Friday and Saturday evenings.

The coffee shop in College F, located in Steacie and opening next week, will be the only one to serve meals as it must accommodate its students until a dining hall is built.

Located now in Atkinson College, the Green Bush Inn, the campus pub, is a corporation run by students. Offering live entertainment on Thursday and Friday from 4:00 p.m. until midnight, the Inn is licensed and offers drinks and sandwiches.

## Duff-Berdahl needs help on structure

The Senate Committee on the Duff-Berdahl Report wishes to involve members of the University in a consideration of the governing structure at York. Four sub-committees have been established to study the following areas:

(a) the authority, structure, operation and effectiveness of Senate Committees;

(b) the size, composition and operation of Senate as a whole;

(c) the relations between Senate and Faculty, College and student governing bodies of associations;

(d) the relations between Senate and the Board of Governors and between the University and external bodies — the Government and the CUA.

Anyone wishing to participate as a member of one of these sub-committees should forward his name and indicate his area of interest to the Office of the Secretary of the University no later than November 25. The Committee will select additional sub-committee members from among those names submitted.

## Organizations recruiting at York

The following organizations will be on campus to meet with students regarding employment. Students are invited to contact the STUDENT PLACEMENT OFFICES (Temporary Office Bldg.) to arrange appointments.

Date on campus	Company	Degree and position
Mon. Nov. 9	The Upjohn Co. of Canada	B.A., B.Sc. - Technical sales positions
Mon. Nov. 9	Dominion Life Assurance Co.	All disciplines - Sales positions
Tues. Nov. 10	Bell Canada	B.A., B.Sc. - Management trainee all departments
Thurs. Nov. 12	Royal Bank of Canada	B.A. - Economics majors
Thurs. Nov. 12	Xerox of Canada	B.A. - all disciplines (economics preferred) - Sales trainee
Fri. Nov. 13	Xerox of Canada	B.A. - all disciplines - Sales trainee

## Faculty briefs

PROF. STEWART CRYSDALE, sociology, has received a research grant of \$8,030 from the Canada Council for work on "An annotated bibliography of scientific studies of religion in Canada", and research grants totalling approximately \$20,000 for the second year of a three-year program, "The Riverdale Youth Project", from the Atkinson Charitable Foundation, the city of Toronto, the Ontario Department of Labour and several industries.

PROF. K.T. FANN, philosophy, Atkinson College, has just had his book, Peirce's Theory of Abduction, published by Martinus Nijhoff Publishing Company of the Hague, Netherlands.

PROF. RICHARD J. HANDSCOMBE, English, Glendon College, for the second year has been invited as a Councillor for the Ontario Council of Teachers of English.

PROF. IAN P. HOWARD, psychology, has received a three-year National Research Council grant of \$42,000 for a study on visual-motor coordination.

PROF. HAROLD KAPLAN, political science, has been elected to the Vice-chairmanship of Senate.

PROF. BRYCE TAYLOR, physical education, has been elected to the Canadian Gymnastic Hall of Fame and has been awarded a research grant of \$3,300 by the Youth and Recreation Department of the Department of Education of Ontario for a study on "History and Recreation in Ontario". Dr. Taylor was also made a member of "mission metrodom", a company to determine the feasibility of building a domed stadium in Toronto.

## On Campus

Thursday, Nov. 5

10:00 a.m. - Illustrated Talk — on "Applications of Remote Sensing in Earth Resources Analysis and Pollution Control" by Mr. Robin Welch, Assistant to the Director of the Earth Satellite Corp., Berkley, Cal. — sponsored by the Dept. of Geography and Atkinson College Dept. of Natural Science; all welcome; Room N306, the Ross Bldg. Mr. Welch will speak again on the same topic at 7:00 p.m. this evening in Room F, Stedman Lecture Halls.

9:00 a.m. - 9:00 p.m. - United Appeal Bazaar — gift items — proceeds will go to the United Appeal; Lobby of Vanier College.

9:50 a.m. & 1:00 p.m. - Film — "Background to Latin America" (1 hour) — sponsored by the Division of Linguistics and Language Training; all welcome; Room S128, the Ross Building.

12 noon - Public Lecture-Demonstration — on Sikkim — by Professor Frederic Lieberman, head of the programme in Ethnomusicology at Brown University, Providence R.I.; all interested persons welcome; Room 014, Steacie Science Library.

2:00 p.m. - Lecture — Dr. Solitar, Chairman, Dept. of Mathematics, will give a talk entitled "Homomorphisms" or "Simplification Without Obfuscation" — interested persons welcome; Room S137, the Ross Building.

2:00 p.m. - Political Science Meeting — student class representatives — Room S201, the Ross Building.

2:00 p.m. - York Photographic Society meeting — Room N301, the Ross Building.

2:00 p.m. - Film — "Protest & Communication" — 6th film of the Civilization series — sponsored by the Faculty of Fine Arts; all welcome; Room I, Lecture Hall #2.

3:00 p.m. - Lecture — Values of Dance — in History, 'Kings and Commoners' by Peter Brinson; sponsored by the Programme in Dance, Faculty of Fine Arts; Room C, Stedman Lecture Halls.

4:00 p.m. - Symposium — on the question of "Global Energy used in the 21st Century" — sponsored by the Vanier Encounter Group; all interested persons welcome; Senior Tutor's apartment, Room 106, Vanier College.

4:00 p.m. - midnight - Green Bush Inn — live entertainment by the York University Rugger Choir; admission free until 7:30 p.m., thereafter 25¢; Atkinson College Dining Hall.

4:00 p.m. - Christian Fellowship Meeting — Social and Debates Room, 001, McLaughlin College.

4:00 p.m. - Seminar — Classical Chinese and Tibetan Music by Prof. Lieberman, Brown University; interested persons welcome — Room 014, Steacie Science Library.

7:30 p.m. - Films — "Death on the Highway" from the NET Journal, "You are on Indian Land" and "Ballad of Crowfoot" from the 'Challenge for Change Series', NFB; limited seating; Room E, Stedman Lecture Halls; sponsored by the Programme in Film, Faculty of Fine Arts.

8:00 p.m. - Students International Meditation Society Meeting — Room E, Lecture Hall #2.

Friday, Nov. 6

12:30 p.m. - Public Meeting — of the Task Force; to discuss oral briefs, suggestions and questions from faculty and students of Glendon; Senate Board Chamber, Glendon.

11:00 a.m. - Film — "Czar to Lenin" eyewitness film of the Russian Revolution; sponsored by York Young Socialists — all welcome; (donations) — Room L, Lecture Hall #2.

2:00 p.m., 7:00 p.m., 10:00 p.m. - Films — "Butch Cassidy and the Sun Dance Kid" — sponsored by 'Frameworks', Dept. of Instructional Aid Resources; open to the York community; admission \$1; Room 1, Lecture Hall #2.

3:00 p.m. - Lecture — Values of Dance — in Choreography, Licence and Duty by Peter Brinson; sponsored by Programme in Dance, Faculty of Fine Arts, Room C, Stedman Lecture Halls.

3:30 p.m. - Lecture — "Lasers and Their Applications" — first of a series of lectures for high school students; by Prof. A. Carswell, Dept. of Physics, York; sponsored by Faculty of Science. Call 635-3441 for further information.

4:00 p.m. - Film — "The Inheritance" a labour union film — although a History class, extra seating available; Room D, Stedman Lecture Halls.

7:00 p.m. - Supper Trip to Chinatown — sponsored by Vanier College — all interested Vanier students, staff and faculty are asked to sign up in the Master's Office, Vanier College.

Saturday, Nov. 7

10:00 a.m. - Writing Workshop — 14 week course — fee \$60 — sponsored by the Centre for Continuing Education; Rooms A111 & 141, York Hall, Glendon (635-2502).

10:00 a.m. - Creative Writing — 14 week course — \$75 fee — sponsored by the Centre for Continuing Education; Room A 107, Glendon.

10:00 a.m. - Recreational Soccer — soccer field — York Campus.

8:30 p.m. - midnight - Student Dance — sponsored by the Legal and Literary Society; all welcome; tickets available at the door; Student Common Room, Osgoode Hall Law School.

Sunday, Nov. 8

2:00 p.m. - Badminton — upper gym; Tait McKenzie Building.

7:00 & 9:00 p.m. - Film — "John and Mary" — sponsored by Winters College Council — open to York Community; admission \$1; (Winters College students — 75¢) Room L, Lecture Hall #2.

7:30 p.m. - Roman Catholic Mass — Room 107, Stedman Lecture Halls.

8:00 p.m. - Annual Meeting and Social Evening — for sociology majors of Atkinson College; interested persons welcome; charge of \$1 for refreshments; Fellows' Lounge, Atkinson College.

8:00 p.m. - Film — "Wind" from 'The East' by Jean Luc Godard — sponsored by the Glendon Film Club; all welcome, fee \$1.75; Room 204, Glendon College.

Monday, Nov. 9

12:15 p.m. - 12:45 p.m. - Conditioning for Men and Women — each Monday, Wednesday and Friday; Women, upper gym; men, main gym — Tait McKenzie Building.

2:00 p.m. - Public Lecture — "An Exact Treatment of Radiationless Deactivation and Radiative Transfer in Systems of Intermediate Optical Depth" — by Gregg Van Volkenburgh, CRESS, as part of his oral examination for his M.Sc. degree; all welcome; Room 317, Petrie Science Building.

4:00 p.m. - Public Lecture — "The Uses and Abuses of African History" by John E. Flint, Chairman, Dept. of History, Dalhousie University; sponsored by the Dept. of History; Room E, Stedman Lecture Halls.

4:00 p.m. - Film — "Nobody Waved Goodbye" — although a Humanities class, extra seating available; Room I, Lecture Hall #2.

Tuesday, Nov. 10

4:00 p.m. - 5:30 p.m. - Colloquium — for High School Teachers of French, theme "High School and University: How to Bridge the Gap in French Studies" — sponsored jointly by the Dept. of French Literature and the Division of Linguistics and Language Training — Room 118, Winters College.



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# sports

**TOYOTA**



**In the dungeon**

## Yeomen lose to last

By ROB ROWLAND

A helmet was thrown in the air and a muddy player leaped off the bench and ran to embrace a teammate at center field. The uniform, seen dimly through its coating of grime was, however, white and gold and blue.

There was no joy in the Muddville back of the arena Saturday as the Yeomen had struck out. Their final time at bat for the 1970 Central Canada Intercollegiate Football Conference season saw them bombed, 28-1 by the Laurentian Voyageurs.

The game fought Saturday was to decide which team, either York or Laurentian would rest in the CCIFC's dungeon.

The whoop's of joy came from Laurentian because they had finally broken out of an almost three year winless streak. The Voyageurs' previous wins came in 1968 when they downed the new born York Yeomen in an exhibition game and then in the first game of the season defeated the Windsor Lancers.

York's only CCIFC victory came last year when they defeated Laurentian 19-6.

As in every game this year York let the breaks get to them. A couple of fumbles and an interception again hurt the Yeomen. Laurentian seemed to have more determination than the Yeomen to break out of the winless jinx.

The Yeomen were also without fan support. Twenty-four fans started the game and about forty were present at the end, most of them from Sudbury.

The York team was without some key men Saturday as Ken

Dyer was sidelined with an injured knee and John Harris was ill. Ron McNeil, the Yeomen's tough little halfback, started the game off for the Yeomen with a 21 yard romp but two plays later his leg was broken as a Laurentian tackler smashed into him.

McNeil's run set up the opening score, a 29 yard single from the toe of Dickie Dickinson.

After the single the Voyageurs marched from the 25 to the 52, briefly gave up the ball and then started off again when the Voyageurs picked off a pass from Larry Iaccino. Pete Schopfer returned the compliment to Jack Hurst in the endzone.

Schopfer's key interception only delayed matters as York punted and Laurentian returned the ball to the Yeomen 33. Quarterback Hurst relied on Russ Steel going up the middle and in four plays Steel went in for the opening major from the York 13. Doug Radwick kicked the convert.

After the kickoff both York and Laurentian gave up the ball. On the Voyageurs' kick the ball squished out of the hands of the Yeomen receiver and Laurentian recovered. Wally Schpitzar smashed in for the touchdown from the eight on the first play. The convert was called for illegal procedure and at the end of the half the score was 13-1 for the Voyageurs.

allowed only small gains and plays stopped when the ball carrier lost his footing on the swamp called the York football field. At one point Larry Iaccino slipped and fumbled. Bob Ley recovered for Laurentian. Don Woddell hit his

way in this time and Steel kicked the convert to make it 20-1 as the third quarter closed.

In the fourth coach Nobby Wirkowski alternated quarterbacks Rick Frisby and Larry Iaccino, which helped York's offensive somewhat. The Yeomen were stymied, however, by the mud and the rough defense of the Voyageurs. Street-fight play characterized much of the quarter and at one point fighting broke out after a piling on at the York bench. Later, another scuffle broke out on the field and double roughing was called. The red and white was then called for objectionable conduct toward a referee and the Voyageurs got a ten yard edge for a first down the York 38. Hurst passed to Guy Vetrie in the endzone from a second down on the York 34 and then hit Vetrie again for a two point convert, making the final score 28-1.

One difference was apparent between the two cellar dwellers on Saturday. The Laurentian team was alive throughout the game. They came on the field determined to win that football contest. York, on the other hand, came on rather unsure of themselves and wondering if this wouldn't be another loss. It was.

It is said that an expansion team just can't win. Several years ago the New York Mets were a big joke but because they were the Marvelous Mets of the Miracle they won the World Series in '69. It should be sunny and warm 294 days from today when training camp opens for the Yeomen's third season. Perhaps, next year will be different.



Coach Nobby Wirkowski advises mud-spattered quarterback, Rick Frisby, on his next play late in the third quarter of Saturday's game. But York fell to defeat 28-1 at the hands of Laurentian and their own mud-laden field.

## Rugger Yeomen finish second

By COLIN MEADS

The York Rugger Yeoman completed their last week of league play with a win and a loss. At Trent on Wednesday, under the lights, the Yeoman played a hard game in which neither team managed to score a try. Territorially it was York's game and the forwards worked well keeping the pressure close to the Trent line. With hard hitting from both sets of backs, however, neither side had the penetration needed to score. This has been a recurring problem in the York team, who otherwise have worked well with good spirit and determination. A penalty kick from Doug Major gave York a deserved victory and the game ended at 3-0.

On Saturday York travelled to Kingston to meet the league champions, Queens, in a contest that was to have no influence on the final standings. The atmosphere was therefore somewhat relaxed before the game and York, whereas they threw themselves

into the muddy battle with their usual zest, seemed to lack the fire that would have characterized a critical game. The experience of the Queen's team quickly became apparent and they soon found York's weaknesses and piled on seventeen points.

Finally let it be said that the spirit of Rugger is far from dead. Tonight the Rugger Club present "The Jock Strap Ensemble" in concert at the Green Bush, while the Rugger Club Ice Hockey Society is welcoming challenges from any similar amateur club. There will also be rugger in the spring so if you would like to pursue this call Mr. Nancekevell at 3818.

## York runners train for league

CROSS-COUNTRY

In tuning up for this weekend's OIAA league championships the York cross-country team travelled to the University of Western Ontario to compete in their annual five mile Invitational Cross-Country Race. Although the teams from the OQAA were a lot stronger than the young York squad, Dr. Taylor felt that the experience gained from this meet would help them in their future races.

Leading the York squad was Dave Smith who broke the existing record for the five mile course by 36 seconds. This gave Dave an excellent second place finish only seconds behind the International cross-country runner Grant McLaren from the University of Western Ontario.

Ken Hamilton turned in a much improved performance and finished the five mile course in 27.37 minutes to take seventeenth place. Close behind Ken were Ashley Deans and Malcolm Smith who turned in good performances and finished in 28.23 minutes and 28.25 minutes respectively. John Blackstone and Greg Barnett added to the team with strong finishes in 30.15 minutes and 30.46 minutes.

The team is now into the final stages of training to defend their league title. The team has held this title for the last three years and will try to defend it on Saturday in High Park.

## Oarsmen row in top waters

Anyone who knows anything about York's rowing history will know we are far from being well-known. That is why the crew was so pleased when they finished 2nd only to Brock at a McMaster University Regatta two weeks ago. Nine boats were entered in the race, with York having 2 crews. At the half way point, both York's crews were well back of the pack. But with 500 meters to go, York's heavy frosh, stroked by Peter Sparrow Short pulled up on the leaders and caught all but Brock. The light crew finished 8th.

After that race, the crew was confident heading into the OQAA championships on October 31. All last week they practiced twice daily for the big race - 5:30 a.m. on the water and 5:00 p.m. for calisthenics.

All year, York has done poorly in every class other than frosh. We just haven't had the experienced oarsmen necessary to compete in the Junior and Heavy Varsity races. It was the same on Saturday. York entered freshman crew against other schools with crews of 3 and 4 years experience. York placed last in both Junior and Heavy Varsity races.

The OQAA frosh race will undoubtedly remain in the minds of a lot of people for a long while. York placed 2nd to Western by one second in their morning heat. The crews that qualified for the 2,000 meter final were U of T, Trent, Western 1, Western 2, Brock, and York. York started the race well, staying about the middle of the pack. Then at the 1,000 meter mark, after lengthening out the stroke, and a number of hard sets called by coxswain John Douglas, York began to move on the leaders.

With only 200 meters to go, York had 2nd place clenched and was only one quarter boat length from Western and first place. Suddenly Western's coxswain steered a course directly across York's bow. York's boat was forced into a sharp starboard turn slowing the boat down immensely. York finished 3rd, about one foot behind Brock and one half a boat length behind Western. After the race, York lodged a formal protest against the Western crew and unbelievably, the officials called a re-race for 3:30 in the afternoon.

The second time around just wasn't the same for York. Right from the gun, Brock took the lead

and York had to fight it out with Western for 2nd place. Brock won the race by 3 boat lengths and York finished 3rd, half a length behind Western.

Like they always say: "There's always next year." Next year, York needs more support. This year's crew will be keeping in shape throughout the winter for next year's Jr. Varsity race, but we'll need at least a new frosh crew next year. So beginning next September, let's support York's rowing team.

## Alumnis win 5-4

By PHIL CRANLEY

With only 1 minute and 21 seconds remaining in the game, Don Fraser of the York Alumni team scored his third goal of the night to snatch victory from the varsity Yeomen. The Yeomen did manage to put the puck in the net 30 seconds later, but the goal was disallowed by the referee, who ruled that the puck had been kicked. Fraser was the standout for the Alumni who were bolstered considerably by five members of the varsity team, including first string goalie Bill (Goldie) Holden. Holden played the first two periods for the Alumni and allowed three goals, but played extremely well in the first period to keep the varsity goal production down to one. He held the Alumni in the game by making numerous key saves as the Yeomen outshot the Alumni 20-6, in the period.

George Corn played well for the Alumni, bagging a goal and an assist. His goal was a beautiful effort on a penalty shot after he had been pulled down from behind while breaking into the clear. Jack Deline got the third Alumni goal on the assist from Corn.

The outstanding line for the

Yeomen was the new group formed this year by coach Purcell. Kent Pollard centres for right-winger Rick Bowering and left-winger Ron Mark, a new-comer who played for Harvard U. last year. Mark had a goal and an assist, Bowering a goal, and Pollard assisted on both of his linemates' goals.

Rodger Bowness scored an unassisted goal on one of his patented rushes, and Bob Modray made no mistake on a rebound after a pretty passing play with Steve Latinovitch and Murray Stroud. This line also produced the goal which was disallowed.

The Alumni game was an essential part of conditioning for the Yeomen, since they played the whole game with only three defencemen. Kosoy, Galipeau, and Bruce Penny played with poise, but they were justifiably exhausted at the final buzzer. Similarly Don West and Ed Zuccato, who played on the Alumni side, were put through the mill.

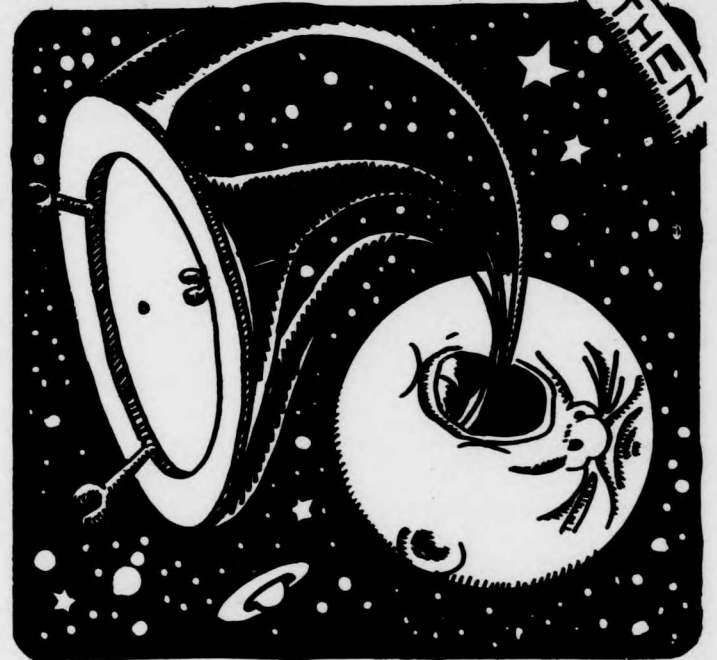
The reunited Yeomen now take on the Guelph Gryphons, in Guelph, this Tuesday (Nov. 3), in preparation for their epic battle with the U of T Varsity Blues at the York arena next Tuesday (Nov. 10), at 8:00 p.m.



# THE STONES



IT WHAZ A FUNKY NITE AN ZEKE, DA CAMEL DRIVER WUZ JUS WOND ERING ACROSS DE DESSERT WIT DA UN-CANNÉD FEELING, DA JIVE, DAT SUMPTIN WUZ UP! . . .



THEN



ZEKE BABY DIS IZ DA LORD DA LORD BY FODDER, DIG? I'ZE COME ZEKE, TALAY SUM HEAVY USHUNS. YOU'ZE GONNA GIT RELIGIN, ZEKE.



YOU'ZE IZ IN ON DA NAZZ. VERILY, ON JIVES DAY A SITR WIL APPEAR IN DA EAST, AN ON JIVES DAY, MY ONE AND ONLY SON WIL BE BORN. AND YOU IS INVITED.



THE LORD LEFT ZEKE AN INVITE . . .



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