

HOT  
DAMN


# Excalibur

THE STUDENT WEEKLY OF YORK UNIVERSITY

WE'RE  
BACK

## 1200 FRESHMEN .. Welcome to York

You're here, Frosh. This is the place where it's at. The fastest growing, most important university on the Canadian campus scene. Welcome to York.

You're joining another 2000 undergraduates at this, the main campus, York Campus, and united with the 1000 undergrads at Glendon College.

You have several members of the faculty to help and guide you to a degree in science, arts, bus-

ness administration, and for a first time, physical education.

Beginning in 1968, Osgoode Law School will be a part of York, leading to a degree in Law; a faculty of Fine Arts is coming in the near future, and other faculties are planned.

You are part of a college of about 1000 students: Founders, Vanier, and the newest college, Winters. Each college has its own dining facilities, administration and staff rooms, classrooms,

study rooms, common rooms, and other student facilities.

You are part of a young university. The first 76 York students began classes at U. of T. in 1960. Glendon College opened in 1961 with 220 students at Bayview and Lawrence, in downtown Toronto. Enrolment at Glendon had reached 1000 by 1965.

In the same year York Campus officially opened with the first 429 students in Founders College.

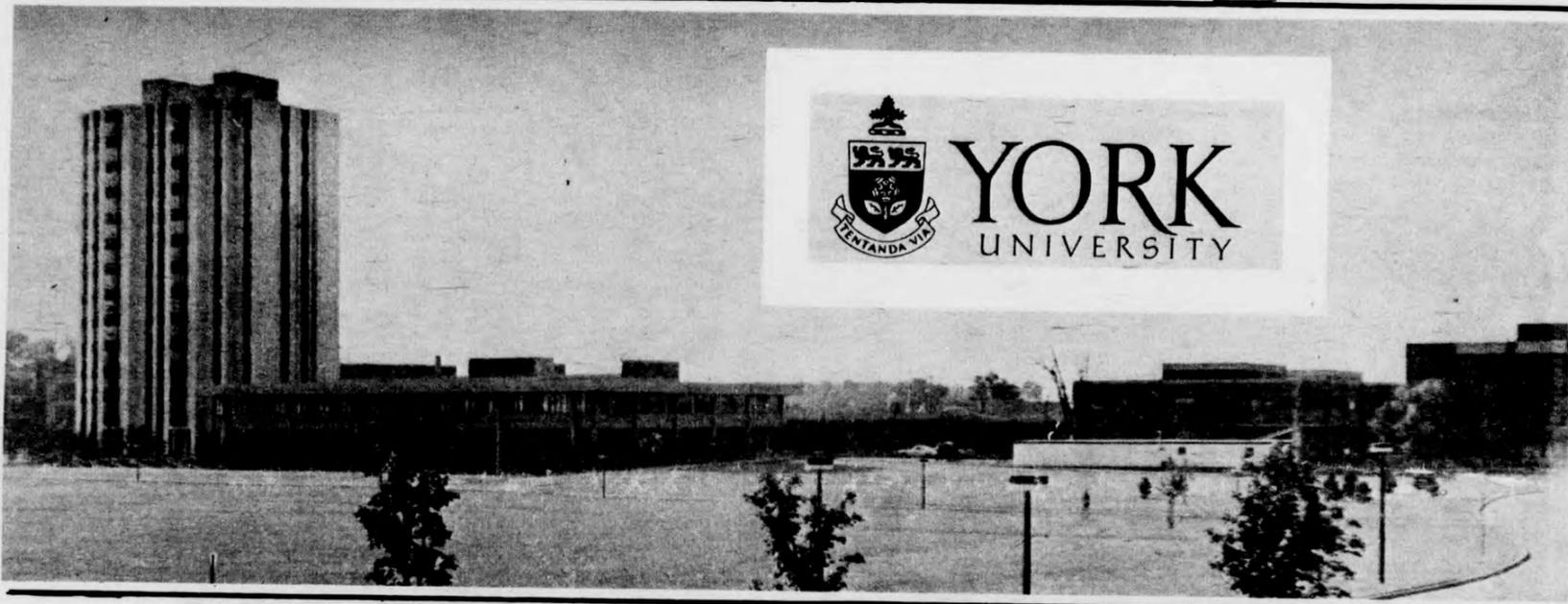
Last year Glendon officially became the small, liberal arts college that was originally planned, and 1,400 students enrolled at Founders and Vanier, at York Campus.

By 1970 there will be 7000 of us here as full-time day students.

By 1980, 17,000 full-time students.

York Campus occupies 475 acres, and already has three college complexes, Steacie Library, a science building, one of the biggest physical education buildings in Canada, a large lecture hall, and Burton Auditorium, and the Behavioural Sciences Building.

Bring your rubber boots this fall, for this place truly deserves the name 'muddy York'. They'll be tearing up the roads they built last spring, and most of the sidewalks are designed to collect rainwater. The construction of more buildings (it never really stops around here) is sure to add more mud.



## NUBILITY FLAMBOROUGHED

Sunbathing on the roof of Founders Dining Hall has been temporarily halted, since the construction workers are now taking their lunch break in the area.

Freshmen are urged to walk on the grass. It will keep the campus cops busy chasing you off, and result in fewer parking tickets.

There is no truth to the rumor that graduate students are opening their bar again in the basement of the Farquharson Building. This year they are going to use the B.S. Building.

The proposed love-in to be held in the tunnel to Physical Plant has been rescheduled for April.

Did you know that the windows in the Vanier watertower open wide enough for a person to climb out, and even jump. Watch for further developments just before exam time.

According to the Dominion Bureau of Statistics, nearly 50,000 couples are living common law in York Residences.

The 69ers desperately require a zither player for the noise band.

And that's the kind of nonsense York is made of. Welcome Frosh. Whatever you do, DON'T go to the Bookstore with the intention

of buying all your books at once. First of all the prices are so high that you'll never be able to pay cash for them all (the bookstore people are willing to cash cheques, though), and secondly there are about 2,000 students who will not heed this warning, and will be there. You have got weeks before you will need most of those books, so don't rush now.

When you get lost around here (everybody does) don't hesitate to ask a senior student for directions. Lots of them don't know either, but they can tell a pretty convincing lie.

When you get through that living hell called registration and have received your ATL (admit to lectures) card, hang on to it very carefully. It may be your only way of being admitted to some of the college buildings, especially after 6 PM. They never ask for it in lectures.

Make a point to take part in as many of the Orientation activities as possible. And if your college hasn't got much doing (some of the colleges are pretty slow, even archaic) go ahead and join some other college's activities. It's a great way to meet all the crummy people you have to take classes with for the next

7 months.

For your further edification, EXCALIBUR lists the following 'Ins and Outs':

Carrying girls' books is very out, so is handholding in the halls.

Knowing girls on the top two floors of the watertower is in, especially for a non-resident student.

Spending hours in the Vanier JCR doing nothing is very in, especially with the Vanier day students.

Spending any time in Council offices and newspapers' offices is very out, except for a select few who believe in getting involved.

Bitching about the lousy Orientation programs is very in for most of the second year students.

Bitching about almost anything is very in for all seniors. Speaking with compassion about campus cops, physical plant, and all administration is very out.

Butting into line-ups is very out, and dangerous. Raiding Glendon and raising hell there on our behalf is in, to almost anybody. And etc.

Warning. It has been rumoured that the low or nil water pressure in the 'Women' is back again. Do your best, girls.

There has yet to be any cases of

attack or rape on York campus reported to authorities. An enviable record.

There aren't a lot of good places to eat at on the campus, there is only the dining rooms of each college, plus the vending machines in a few places. However both Founders and Vanier began coffee houses last year which proved to be a great place for coffee and donuts, during class hours.

The nearest restaurant is at the corner of Keele and Finch.

Don't rush out and buy York jackets, rings, towels and earmuffs. Wait a while and you may be able to get them at reduced prices. And watch for the second hand bookstore.



Ah yes! Welcome to University life.

**Special  
Freshman  
Welcome  
Issue**

Inside this issue of Excalibur:

York news, campus guide, directions and instructions. Where to shop, buy, eat, sleep, drink, what to buy, when, why how. Ads and recommendations, editorials, all the dope on York colleges, sports, recreation, social life, art, politics, clubs, and rules. Toronto and what to do with it, where, when and what to avoid.

All these and lots of other goodies, that Frosh may survive.

## Glendon President

## Goldstein Resignation

## Denounces Administration

Larry Goldstein, controversial president of Glendon Student Council, has resigned his position.

Mr. Goldstein announced his resignation in early June in an open letter distributed to the student body of Glendon College.

In the letter, Mr. Goldstein said he was resigning in order to fulfill his obligations in Is-

rael. He termed student affairs and conflicts with the administration stupid and inane when far more significant and important developments were taking place abroad.

The letter also included a scathing denunciation of the administration and its policies.

A spokesman for the Glendon Student Council indicated Mr. Goldstein's remarks were not

to be taken as representative of the position of Glendon Council.

Glen S. Williams, Communications Chairman of Glendon Council, said, 'It is a very personal sort of letter; only someone with a pea for a brain would think it represents Council policy'.

A reprint of Mr. Goldstein's letter, in its entirety, appears elsewhere on this page.

IS THE  
T.T.C. STILL  
STALLED ON  
ADDITIONAL  
BUSES TO YORK  
?

Student Views, Says Ross,  
But not Their Politics

Students have got to behave responsibly and choose responsible leaders, if they want a hand in running the university, Dr. Murray Ross, York University president said in June.

He told 318 graduating students there was a 'suspicion that some of the student leaders would turn the governing bodies of the university into a political arena'.

There are 'real questions about the motivations and capacities of many students who are assuming positions of leadership on campus today', he added.

'I find among my colleagues a sincere desire to have students express their views about the curriculum, about teaching me-

thods, about administration of the university', he said.

'But when students demand that they be voting members of these governing bodies and insist that they hold public meetings, enthusiasm on the part of the board and senate for a close association with students diminishes rapidly'.

There were mature, responsible students who could contribute to deliberation on university policy. But 'all of us are also aware of the highly dubious, if not completely irresponsible activities of some students whose influence would only be disruptive and destructive,' he said.

## DRAFT DODGERS HAVEN:

## Glendon?

RESOLUTION PASSED BY THE STUDENT COUNCIL OF GLENDON COLLEGE, OF YORK UNIVERSITY; MAY, 1967:

In view of the dangerous escalation by the United States in Viet Nam we, the Student Council of Glendon College, York University, feel that we must speak out. We condemn the American escalation as liable to lead to a major war. We urge that the Canadian Government stop the shipment of war materials to the United States and voice its disapproval of this American action.

We recognize the validity of young men's refusal to serve in armed forces anywhere. It is our wish, then, that the administration of Glendon College aid the cause of peace in our world by accepting late, though valid, applications from foreign students whose studies have been interrupted by their conscientious refusal to obey their country's call to arms.

It is resolved, therefore, that the Student Council make known these recommendations so that interested students may apply to this institution and be made welcome.

## PRINCIPAL'S REPLY:

Students with non-Canadian certificates are advised to apply for entrance to Glendon College by July 1 (see page 20 of the Calendar for 1966-67), but late applications will be considered. Certainly if Glendon College registration is low we shall not turn down qualified United States students, but, equally, we will not accept them merely because they are conscientious objectors.

## The Russians were here:

## Debates Complete Success

March 27, 1967. Four o'clock p.m. The Russians were here. The Russians were Alexander Brychkov, 34, and 29-year-old Yevgeny Kubichev, the debating team from the University of Moscow.

Their arrival heralded the weekend of international debating which was York University's Centennial project.

20 teams participated in the Great Debate, from 14 American and seven Canadian universities. They included Michigan State, Augustana College of Rock Island, Ill., and Bowling Green of Ohio, the top three teams in the United States.

Runoffs were held for the chance to meet the Russian team in the finals. The resolution debated in the preliminaries was, 'Resolved that Canada should actively support the role of the United States in Vietnam'.

The teams from UCLA and the University of Wyoming emerged victorious from the quarter finals, but Wyoming beat out the California team in the semi-finals and went on to meet the Russians.

The resolution for the final debate was 'Resolved that the United States should immediately withdraw its troops from Vietnam'.

The finals were held Sunday, April 2, before a live audience of 1700 in the Tait Mackenzie gymnasium and an estimated TV audience of 1,000,000.

The two Russian students, both residents of Moscow, carried the affirmative. Michael Anselmi and Patrick Hacker of the University of Wyoming argued for the negative.

The Russians, the first such team ever to visit North America for the purpose of an international

## Look at you, Goldstein says

Following is a copy of the letter of resignation by Larry Goldstein, President of Glendon College Student Council, submitted in early June of 1967.

Student Council  
Glendon College

York University

To my fellow students:

It is with much regret that I find myself in the position of having to resign from the office of president of the Glendon College Student Council. I feel that I have an obligation to fulfil in Israel and so I am leaving for that country immediately. It seems silly to me to have to bear inane and stupid remarks such as were made by President Ross during the Graduation exercises, when truly significant events are taking place.

This will be an important year at Glendon, a year in which the direction and growth of the College will be decided. It is my fervent wish that you elect a new president with enough guts to voice the rights to which we, a student body, are entitled. To whomever he or she is, I bestow my heartiest congratulations and hopes for a productive presidency.

As for my council, I leave you with an anonymous quote that I intended to make my theme for this coming year:

'Look at you, blowing up whole countries for the sake of some crazy ideologies that you don't live up to anyway...Look at you, needing a couple of stiff drinks before you have the balls to talk with another human being. Look at you, making it with your neighbour's wife on the sly just to try and prove that you're really alive. Look at you, hooked on your cafeteria of pills, and making up dirty names for anybody that isn't in your bag, and screwing up the land and the water and the air for profit, and calling this nowhere scene the Great Society! And you're going to tell us how to live?'

Never forget that you are dealing with an administrative mind who would rather use slurs and innuendoes than debate the facts honestly.

To all my friends, students, faculty and administration; may I say that I am sorry I didn't get a chance to say goodbye properly, but I'll be in touch when I return.

Yours truly,  
Larry Goldstein.



Soviet students Alexander Brychkov (left) and Yevgeny Kubichev meet reporters on landing in Toronto.

al debate, said that in Moscow there are no debates because there would be no disagreement on such a topic as Vietnam. Despite their inexperience, however, Brychkov and Kubichev handled themselves extremely well against the top-flight American team.

Anselmi and Hacker, attempting to argue without offending the Russians, suggested that American troops in Vietnam were keeping the Chinese occupied to keep them from annoying the Russians on the Mongolian frontier.

In defence of the U.S. bombing operations in North Vietnam the Americans also stated that no evidence had been found to prove that children had been burned by napalm bombs.

The statement was received with hisses from the spectators, and a photograph of horribly burned Vietnamese children was raised in front of the TV cameras. The audience appeared to be on the Russians' side. It had been decided previously, however, that the final debate would not be judged.

But there was more to The Great Debate than just debating. The visiting teams were entertained at two folk concerts and a dance featuring four bands.

The Russian guests attended several capitalistic parties in their honor. 'It's very nice', remarked one of the Russian students, 'but there is no more vodka?'



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# EDITORIALS

## Behold thy Sword Excalibur

EXCALIBUR is The Student Weekly of York University. Our purpose is to inform, entertain, and speak for the students of this University--all the students of this University regardless of year, faculty, or college affiliation. EXCALIBUR is available to anyone who will go to the trouble of picking up a copy.

EXCALIBUR is produced by the students (with the co-operation of the faculty and administration) for the students. Without your help, without your active participation EXCALIBUR is meaningless black on white. With your help EXCALIBUR is an instrument, a powerful instrument of the student body.

We wish EXCALIBUR to be part of York's half-forgotten attempt to produce the "Whole Man".

As Laurier LaPierre, former host of This Hour Has Seven Days recently stated:

Education has largely neglected its social responsibilities in that it has failed to produce total men--individuals who fight mass uniformity, who have a sense of political consciousness...

Education has largely neglected its social responsibilities in that it has failed to produce total men--individuals who fight mass uniformity, who have a sense of political consciousness...

We tend to forget the university is a society devoted to the pursuit of knowledge and involvement. And the university must be a reflection of the community of scholars who compose it. If the university is to become this reflection and if it is to produce the total man, its students and teachers should exercise at least fifty-one per cent control over it.

EXCALIBUR IS YOUR INSTRUMENT. IT ASKS ONLY THAT YOU READ AND CONTRIBUTE TO IT WHETHER AS A MEMBER OF OUR STAFF (OF WHICH THERE IS ALWAYS NEED) OR AS A CONCERNED READER WISHING TO EXPRESS HIS VIEWS IN A LETTER TO THE EDITOR.

### Layout Night

Layout night in Levine's Dungeon. All the prisoners, if not present, at least accounted for. Gayda's on the floor as usual, but Bonnie's beside him. Tap, tap tap go the typewriters. Richard is laying out--it's one a.m. and only 15 pages to go, Halleluhah. Got to make that 9:45 train to Expo. Clip, Clip go Don's scissors as the college takes form and for god's sake don't change liebeck's copy. No, don't box it either. Howard is late from his stint as a struggling journalist--and we need him, dear arnim. The Wonder is with it tonight--"Okay people, let's go--only 14 pages left so let's move it and it's 2 a.m." Anita's got a code in her dose but that still doesn't stop her. "oh you boys--stop that! And so we are back at it again. Only 240 days to final exams. Excalibur, the super-sword weakly of yurk u. Thus grindeth the gears.

### Excalibur Contest of the Week Name That Goon

Excalibur enthusiasts--if there are any left from last year's purge--may have noticed a weird character reappearing from page to page.

No, it's not the reincarnation of the late Arnim Pitt, who was killed and eaten by a ferocious groundhog, while taking a shortcut through the York Woods to the Phys. Ed. Building recently.

No, our new mascot is presently nameless although he is known affectionately to Excalibur staffers as "goon".

Please, if you can't give him a home, will you give him a name?? Aw c'mon guys.

Send all brilliant, witty, and clever suggestions to Excalibur, c/o the envelopes stuck up on the bulletin boards. All dumb, stupid, and unprintable suggestions should be addressed to:

President Murray G. Ross,  
York University.

## Excalibur

student weekly of york university  
downsview, ont.

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excalibur is a member of the canadian university press and is published weekly by the students of york university. opinions expressed do not necessarily represent those of the student councils or the university administration.

offices: york university

## Another Year

Another year at York and "Excalibur" heads into its first full year. Today's 20 page giant is a far cry from the 4 page first edition of this paper. More important, however, is the change in the university and its members, from a timorous, and (sometimes) confused interaction to today's decisive dynamic style--yes, York has begun to show its maturity.

In 1965 about 400 students and faculty huddled together in 4 uncompleted buildings, hammers pacing lectures and descending light standards threatening to hammer lecturers (remember that time in French 101?) Burton Auditorium was called "The Deep Freeze"--they had remembered to include everything but the doors, and those two-hour English and Nat Sci 101 lectures were rumoured to have medical people present to treat frostbite. Residence students lacked furniture--and proper heating equipment, which they still find fickle.

Versafood was panned, and Roloids considered setting up a permanent booth outside the cafeteria. Some students discovered bridge--and that was the last that was heard of them.

Others discovered more basic satisfactions and enjoyed their pleasure guests until electronic alarms were installed (which didn't stop them but slaved some administration consciences), spirited parties (and party-goers) blossomed, and students began to eat blossoms of many exotic plants. Class-cutting and the coffee-cram became standard practise.

York had come of age.

Are you a vet of those days? Does the mention of Ronald Nye, editor, stir a dormant memory of a phallic "Fountain"? When you hear "Fred Holmes", does it hearken back mind-awakening of the sound of hushed footsteps in the girls' dormitory? And does the bellow of "Harry Kopyto" make you run for a tape-recorder, ear plugs or a copy of the "The Uses and Abuses of Statistics"?

If not, you have been denied one of life's most fulfilling experiences--an opportunity to hear talented, and outspoken individuals, true freethinkers less sullied than the rest of us by the bonds of social constraint and personal restraint. Through them, and the issues they raised and created, we became involved in controversies central to our understanding of our society, our university and ourselves.

This year's freshman class, and the returning community of scholars: I challenge you to present personal convictions and persevere in their presentation, if forthright and relevant criticism does not modify them. Show your interests: form clubs, societies--yes, even cliques, if they are open to everyone with like views and are not discriminatory with regard to irrelevant criteria.

In the words of a Carleton University student editorial: "Wake up, you apathetic bastards!"

Last year, activities were run, by and large, by interested 2nd and 3rd year students. Freshmen and faculty were often reluctant to join in active participation in activities through shyness, or (could it be?) exhaustion from academic overwork.

This should not become a tradition. The secret of success is constancy to purpose and this does not permit apathy. True university must be a relaxed, contemplative and often meandering trek if it is to benefit the student. But it must not be allowed to slip over into complacency. Personal involvement is important.

University should involve total education; clubs and organizations don't necessarily prove that a university is benefitting an individual. Our president believes in the value of student inter-action as a learning experience; hence, the college system with many "meeting places"--saures, common rooms, cafeterias. It brings to mind Stephen Leacock's musings: "If I were founding a university I would found first a smoking room; then after that or more probably with it, a decent reading room and library. After that, if I still had more money that I couldn't use, I would hire a professor and get some textbooks."

This may seem a denial of associational activity, but it isn't. It is, instead, the presenting of an alternative. Just how relevant are organized or unorganized activities in our society? The realistic student will recognize the value of both, and will ensure that his educational experience includes both.

Only then can he qualify as a whole man, a person endeavouring to learn about Canada, about his culture, about Man. He has then started a lifetime struggle to grasp the truths of the past and utilize them in creative and dynamic work in the present.

Increasingly, our environment is a product of man. How we will shape it is our decision.

## CUS Life Plan

C.U.S. (The Canadian Union of Students) of which you are all members is organized to seek and protect your best interests. Among other things C.U.S. helps you obtain bargain rates for things varying from clothes to jewellery.

C.U.S. also endorses the Canadian Premier Life Insurance Plan known as the C.U.S. LIFE PLAN.

This life insurance plan is only for students. Actually what Canadian Premier has done at \$2.50 per \$1,000 of insurance is to invest in your future. As a future professional man you will be in an income bracket where you will not only want life insurance, and perhaps a great deal of it, but be in a position where such insurance will not exceed your financial capabilities.

This does not mean that when the C.U.S. Life Plan converts to a regular life policy your rate will be more than normal. It means simply that Canadian Premier hopes you will want and be able to afford greater coverage to protect a growing family or business.

Canadian Premier also has another life plan. The CAMSI Life Plan is underwritten for the Canadian Association of Medical Students and Interns and is similar to the C.U.S. Life Plan. Here lies the point. In dealing with professional men such as doctors, lawyers, professors, etc. the C.U.S. Life Plan can offer you good protection at low cost and an introduction to professional advice and counsel.

Life Insurance is really a must--take advantage of being a university student and a member of C.U.S.

(For further information regarding the C.U.S. LIFE PLAN see the insert in this paper).

# The Opening Of York Campus

NOTES FOR HIS EXCELLENCY THE GOVERNOR-GENERAL'S REMARKS ON OPENING THE NEW CAMPUS OF YORK UNIVERSITY,

TORONTO, FRIDAY, OCTOBER 15, 1965.

The opening of a new campus for York University is much more than just another milestone in the history of academic progress in Canada. It represents, I believe, both the implementation and the vindication of a new concept in the enrichment of the Canadian intellect. Perhaps more than at any time in its history, the world faces what has been aptly described as the shaking of our intellectual and spiritual foundations. Old patterns of thought have passed away and inevitably their passing has tended to weaken our grasp on the basic values which continue to govern human behaviour. To meet this new and dangerous challenge, equally new and daring innovations must be made. The new concepts of education reflected in York University have proven their value and have shown that even in an age of science, the humanities may still prevail. I congratulated the University on its accomplishment and I share with it pride in this new campus and in the expectations which are held for its future.

The tutorial system is of course, nothing new and has always been a hallmark of the British concept of a university. I think it is now exaggeration to say that York University, in introducing it, places itself in the vanguard among North American institutions. I know just how valuable the tutorial system is; in fact, I have a confession to make: I have grave doubts that I ever learnt very much of anything in the anonymity of the average classroom, but before you conclude that I know nothing, let me hasten to point out that anything I learned was acquired by personal contact with my professors. Certainly the higher the proportion of a subject taught by the tutorial method, the more interested I became in it. If ever the universities of this country begin to believe that education can be achieved by automation, it will mark the decline in the scholastic reputation Canada has.

In a measure, the founding of York University represents a realization of the dangers of academic elephantiasis in a large city. As a community grows, there are great pressures placed upon its universities to expand proportionately, but the larger a university becomes, the graver the danger that elephantiasis will set in. This disease is often characterized by a numbness in the affected regions of the body. The outer extremities of the university become so swollen that any intellectual circulation tends to be choked off at its source. The limbs of the university are no longer known to its heart and spirit, and students become no more than mere statistics. One solution to this problem is, of course, to found a new and separate university. For its own academic independence, indeed very often for its own survival as an individual personality, the new university should sever completely all umbilical vestiges from its late predecessor. Only then will it be free to pursue such pioneering innovations a York University has done with an unfettered hand.

It may interest you to hear a little story of what elephantiasis can lead to.

Not too long ago, in one of our large universities, the students of the Faculty of Law became convinced that the personal relationships between professor and student, which are the essence of spiritual development, were being replaced by anonymity. To prove their point, they enrolled a fictitious character in the Faculty of Law. Charity still existed at that University for when the students told the Bursar that their creation, being poor and a foreign student, was unable to obtain the Canadian currency to pay his fees, the Bursar generously agreed that the student, whose existence he never doubted, could carry on with his studies on credit.

I was told by one of the conspirators that they found a way to complete a paper for him at the examinations. A year passed, and it became only too painfully evident that the nonentity was not only on the way to obtaining a Bachelor of Laws degree, but he might do so with distinction.

Their point having been proven, the character's sponsors decided to test the gullibility of their fellow students and they ran their fictitious creation as a candidate for President of the Students' Council. By virtue of a massive publicity campaign, the nonentity was almost elected but by then the cat could no longer be held in the bag and word leaked out that a personage considered one of the most promising on campus was, in fact, a figment of his creators' imagination.

It is only with a close personal relationship between the student and his counsellors that a feeling of participation in the university community can be brought to an eager young man, and indeed, participation in the greater of all seekers of scholastic truth. I believe it has been York's experience that the resultant sense of belonging and self-confidence frees new students more quickly from the psychological difficulties of a new environment and permits the development of that self-assurance and maturity necessary to allow him to meet and understand students of different backgrounds, which is one of the most stimulating and rewarding aspects of a university education and one which develops interest tolerance and understanding.

The re-humanization of education evinced in York University deserves the intellectual support of all Canadians, just as the physical requirements of our academic institutions require our material support. If we in Canada are to achieve cultural and intellectual maturity as a Nation, we must match liberality in our attitudes of mind with liberality in our material concern.

The challenge before us is impressive. It remains for us all to seek every way possible to achieve the fulfillment of the destiny intended for our Country. It is with a sense both of pride and of keen anticipation that I declare the new campus of York University officially open.

## hear ye! hear ye!

--malak, ottawa



Halifax, during the war of 1812. Two British ships are in port and the Harbour is bustling with activity. The Town crier rings his bell and announces the arrival of field gun crews from the two ships, and that an obstacle race is to take place, with prizes awarded to winning teams by a City Official. The photo shows an Officer of the Royal Navy, a City Official and the Town Crier. (Centennial Commission Photo).

### A STATEMENT BY MURRAY G. ROSS PRESIDENT, YORK UNIVERSITY

York University was formally opened by the Hon. Leslie Frost on September 12, 1960. We have thus only a few weeks ago passed our seventh-birthday and just now are beginning our eighth year.

There was but a small group of us at the ceremony five years ago--counting guests, students and staff, perhaps 150 in all. On that occasion we spoke bravely about York, we planted the first white rose of York, we extolled York's new motto Tentanda Via, "the way must be tried", (which, incidentally stands in opposition to the traditional academic dictum that "nothing new must be tried for the first time"), and we predicted a great role for York in the future. There were I suppose the speeches one expects to give or to hear at the launching of any new enterprise--as if to suggest that this project might possibly merit that which all were required to say about it.

Yet, I very much doubt if anyone in that distinguished group meeting on September 12, 1960, would have dared to predict or to hope that five years later York would have a distinctive evening college--the Joseph E. Atkinson College--a magnificent residential college on the Glendon Campus, and the beginning, in embryo form it is true, of this great multi-faculty university on the York Campus; and while we faced the future with courage I doubt also if any of those present 7 years ago expected that we would to-day be serving 3,000 degree students, and a considerable number of non-degree students as well.

It is not often that a man has the opportunity to associate himself with an enterprise as important as a university which begins, grows, and flourishes in his lifetime. Those associated with York have had this privilege. None require, I am certain, any word of appreciation from me; their satisfaction comes--from the results they see around them. All of us associated with York would agree with the words of John Mansfield:

"There are few earthly things more splendid than a University--wherever a University stands, it stands and shines; wherever it exists, the free minds of men, urged on by full and fair enquiry, may still bring wisdom into human affairs... To be a member of one of these great societies must ever be a glad distinction."

York was, of course, the first of what is called "the instant universities" in Canada. These are the universities that, like instant puddings, take shape immediately. Unlike puddings, however, which come in ready-mix packages, the university must find its own ingredients for the mix: faculty, students, books, staff, property, buildings, and so on. Unlike puddings, one cannot be certain that the ingredients will mix--and one must expect a few failures--and perhaps a few explosions! The detonations emanating from York from time to time, have indicated that we have not always been successful in our mixing, but these explosions have, perhaps, cleared the air and taught us, and other "instant universities", that certain types of mixes are not possible or that some ingredients require time to set before they take shape.

A university is not an end in itself; it is a means of addressing humanity. What is important is whether York stands in the community as an intellectual and cultural force, whether there is here a devotion to intellectual pursuits, whether here there is dedication to full and fair inquiry, whether faculty and students--alike are seized by the necessity to find that wisdom from the past and the present that will assure the continued advancement of mankind.

I am confident that York has made a significant beginning. We have a fine faculty, gathered from all parts of the world; we have able students; we have ideas, goals, and purposes that we all share; and I am hopeful that the seeds of a great university are not only planted, but are receiving that nourishment that will assure York a prominent place in the academic world.

# The Dragon Rears Its Ugly Head

by Anita Levine

Picture the most dreadful dragon in fairy-tale history. Got it? Okay. Now imagine the dragon come to life, made of red tape and stinking with the bad breath of bureaucracy. AAGH! IT'S THE MULTI-UNIVERSITY!!

The planners of York sat at the Round Table shuddering at the growing menace of the dragon. In their minds were horrible images of enchanted places like

the University of Toronto--the lonely student, adrift on a wave of solitude, drowning in the sea of anonymity.

And those gallant men swore to do all in their power to keep the students of York safe from the dastardly dragon, so that everyone could live happily ever after.

Those responsible for the plan of York University were afraid of creating the kind of uncontrollable monster that the modern university has become. As early as 1962, they anticipated the Berkley situation which arose in 1964. Out of their foresight came the College System unique to York among Canadian universities.

The College system is the basis of York's whole approach to a university education which seeks to combine the advantages of the large university with the more intimate quality of the small college.

When a college freshman leaves the womb-like protection of the high school corridors and enters the vast university machine, he is bound to feel a sense of alienation. In a gigantic university such as the University of Toronto, there is little to make him feel he belongs, especially



Courtesy of The Joint Venture of Gordon S. Adamson & Associates, John B. Parkin Associates, Shore & Moffat and Partners, Architects and Engineers.

if his former cronies have gone their separate ways.

But York has seen to it that the new student is not just another ant in the great, buzzing university anthill.

He is not just a York student, but a Vanier student, a Glendon student, a Founders student, or a Winters student.

He has his college which serves as a home base with which he can identify socially and emotionally. His College comes first; the University, second.

Activities at the College level allow the kind of face-to-face interaction among students and faculty that was available in the medieval university.

During the first two undergraduate years, York tries to ensure that each student will receive as much academic instruction as possible within his chosen college.

Thus his interests are allowed to develop within the smaller unit

and the student is not subjected to the loss of individuality that occurs in a large institution, where students and faculty alike become faces in the crowd.

When York University is completed in 1980, there will be 12 colleges of 1000 students, each an autonomous unit within the mother body; each with its own spirit, its own ideals, and its own relationship to the complex that is York.

The College System is currently emerging from its embryonic stage. Glendon, Founders and Vanier are maturing and Winters is now being born.

The success of the College System cannot be measured in actual statistical terms. The experiment appears to be workable. But is that the head of the approaching dragon rearing, off in the distance? What do the students themselves have to say? Pages 6, 7, 8 and 9 contain several varying opinions.

Winters College is the third college on York Campus. The college is named for the Hon. Robert Winters, federal minister of Trade and Commerce. Mr. Winters was Chairman of the Board of Governors of the university during its first five formative years.



While Dr. Rickerd, Master of Winters College, has been evading reporters, Ace Excalibur photographer Clark Hill managed to snap a picture of the good Doctor. He is waiting in his lonely office for volunteers. Winters needs a council, an orientation, and most of all, students. Y'all come.

## All This And Captain Kangaroo, Too

by Anita Levine

Part of the promise York holds for students is the assurance of small classes, seminar courses, and personalized instruction. But what is going to happen when the boob tube invades the classroom? Will it destroy the intimate environment that the College System has endeavoured to create?

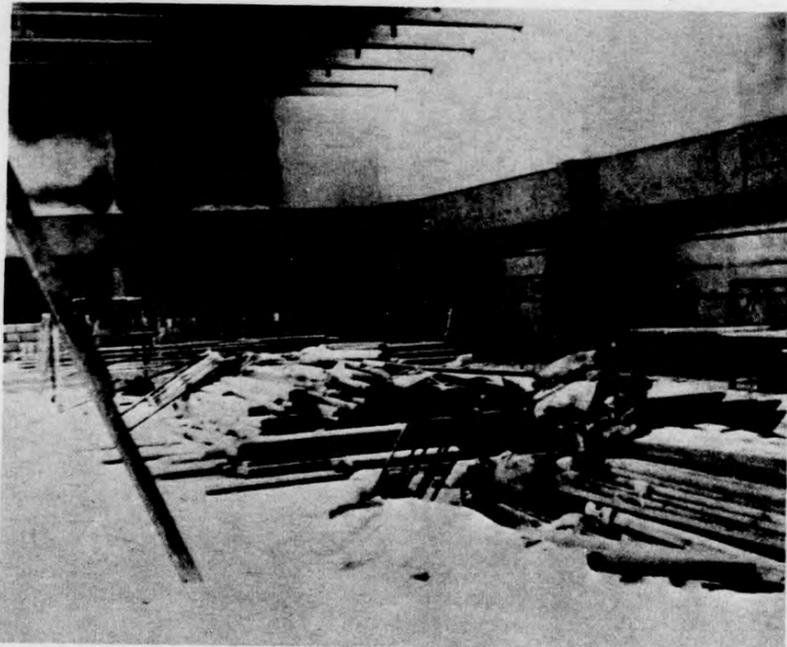
News to newcomers and also to the rest of us is the existence at York Campus of a closed-circuit TV network and completely equipped TV studio in the lecture hall building.

The system was not in use last year, but plans are being made to try it out on the captive student audience starting this fall.

Former Glendonites have already seen the disastrous results of poorly planned use of television. Live lectures going on upstairs were simply transmitted to a downstairs room equipped with monitors (at least one of which was usually on the blink), a supervisor (sometimes), and a bored bunch of students.

When the first thrill of Captain Kangaroo-type classes finally wore off, there was a noticeable

## What's With Winters ?



Yes, all you unbelievers, there IS a Winters College. No, nobody knows where it is. But they do know this: Winters will definitely be ready for the fall, despite the summer-long construction strike. Encouraging news isn't it?

decrease in the number of students fighting for seats downstairs.

TV lectures surprised the students. They did not know exactly how to react to the image in the idiot box. So they behaved as if they were not there. Girls brought their knitting, boys kibitzed in corners, and the frequency of comings and goings made the lower lecture hall look like Union Station.

Obviously, the presence of the monitor at Glendon was not a boon to the learning process, but an interruption of it.

Why? One answer could be that university has enough dehumanizing forces without the additional one of TV. Students spoiled on high school spoon feeding and trying to cope with the shock of the mass university--the dozens of buildings, the quantities of courses, the innumerable, unescapable numbers everywhere, on books, on courses, and on themselves--

suffer an increased feeling of alienation when confronted with the icy presence of the mass media.

Oh, what fun, giggle the hapless freshman at first, because they are accustomed to the wasteland of commercial TV which contains little that can be taken seriously. So it is at Glendon, where a lecture on TV is given no more attention than an extended commercial.

TV at York Campus will have to be put to more intelligent and imaginative use to be effective in teaching.

As a teaching aid, television will be invaluable. The chance to catch up on missed lecture via a full set of video tapes is the answer to a student's prayer.

But the TV set is no substitute for a live teacher. Involvement with a flesh and blood person is far more conducive to the learning process of a frightened freshman than a talking apparition in black and white.

## Forecast Of Fall Sports

by Frank Trotter

A full range of men's, women's and mixed supervised sports will get underway this fall.

During orientation, watch for club displays and get an idea of the activities from the students themselves. Go to the gymnasium and try some of the things for yourself.

Nearly all sports will be run at the intramural (within each college), intercollege (between colleges) and intercollegiate (between universities) levels.

For men there will be basketball, swimming, squash, cross-country racing, rugby, soccer, football, golf, hockey, rowing, sailing, and (puff) tennis.

For women there will be basketball, volleyball, ice and field hockey, swimming (competitive and synchronized) and (pant) tennis.

Clubs and groups formed for instructions and competitions in the various sports are nearly all co-educational; these include skiing, badminton, archery, curling, judo and karate.

For more information on these and other sporting activities, watch the athletic bulletin boards in each college; Founders on the main floor, just inside the entrance; Vanier in the common room, and Glendon in the main corridor.

Or get in touch with the athletic rep in your college:

Founders:

Fred Halpern - ME5-0694

Ruth Ann Whipp - 221-7727

Vanier:

Terry Hutchinson - 444-7804

Paula Metrick - Vanier Res.

Glendon:

Ian Wightman - 487-6105

Pam Smith - 447-0258



Al Kaplan

# The Vanier Story: Al Kaplan Tells It Like It Is

Al Kaplan, (Vanier IV) has studied at the University of Toronto, Glendon College, and is beginning his second year at the York Campus. As former Chairman of Vanier College Council, Mr. Kaplan gives Excalibur his views on the Vanier scene as it was, is, and will be.

**Excalibur:** Vanier has a very successful form of college government. What's it all about?

**Mr. Kaplan:** When Vanier students got together for the first time last year, the major problem was how to form a college government. There was a unanimous feeling among those of us involved that the government should try to plan activities for the students, but leave the creation of a community to them.

The Vanier council is now made up of 12 members. In October we'll elect two members from the incoming group of freshmen. By then we'll really need some fresh ideas!

**Excalibur:** But the really unique feature is that you have faculty members on council, isn't it?

**Mr. Kaplan:** Yes. We decided, again unanimously, that having some members of the faculty on council would be extremely advantageous for us. We felt that they would have the kind of experience in university government and other activities that would be very helpful to a college like Vanier that was just getting started. So we invited the College fellows--there were only two at the time--to join, and they were very enthusiastic. They agreed with the concept and turned out for meetings. As of our last general election in January we have four professors on the council.

**Excalibur:** When is the next election?

**Mr. Kaplan:** January. As I said, we elect two frosh members in October, which brings the council up from 12 to 14. Then in January we hold General Elections for 12 people. The slate of nominees can be fairly large but only eight students and four faculty will be elected. Then, the following Fall, we elect the two freshmen again. Everyone runs as a Council Rep, and the Chairman and Treasurer--the only two official offices--are later elected internally.

**Excalibur:** Does the Council have anything to do with appointing committee chairmen?

**Mr. Kaplan:** No. The committees, eg. the Cultural Affairs Committee elects its own chairman. The Council sends its own representative to meetings to act as liaison between the group and Vanier Council.

**Excalibur:** Do you think autonomous college governments are enough or is a stronger organization needed to link up the colleges?

**Mr. Kaplan:** I believe we need a Students' Representative Council (SRC). There are too many activities at the

university-wide level that can't be dealt with at the college level. This doesn't mean failure for the college system. It just hasn't had a chance to show what it can do.

**Excalibur:** Are you finding that activities at the college level in Vanier are preventing the kind of apathy that seems to be prevalent among students in a large university?

**Mr. Kaplan:** First of all, it's ridiculous to criticize apathy. It's like criticizing sadness--it's always there.

I have a theory about it. When you're a freshman, you don't really participate much--mostly it's because of shyness. So everyone yells 'apathy'. In your second year, you get interested in the school itself and very involved and 'rah-rah'. Then you get busy, so in third year you don't have as much time as you'd like for all the things you did in second year. And by fourth year, your interests have grown outside the college community and your main problem is writing a thesis, not running for Council!

**Excalibur:** Then what is it that makes the success or failure of college activities?

**Mr. Kaplan:** It's the students. It depends on whether or not they take advantage of the opportunities that a small college unit offers them. After all, how many students get to play on the varsity teams at a large university?

They can complain that the dances we put on bomb. Well, we learn from these experiences too, but a lot of times it's their own fault for not bothering to take an interest. Like last year, right after Orientation we held a big dance and there was a storm. Only 16 of us showed up and instead of terrible it turned out to be a fantastic evening.

Now that I'm in fourth year, I think of myself as a York student, but socially I'm Vanier. We've been pretty successful in our first year of going it alone, mainly because a lot of the senior students switched over from Glendon and they had experience in student government. We also learned from Founders. Winters, I hope, will never have to suffer the growing pains that Founders did.

**Excalibur:** Does Vanier present a particular image to the rest of the University? Does it have an individual spirit?

**Mr. Kaplan:** I can't say for sure. I'm far too close to it. But you can't build an image in advance. Vanier is still changing as more freshmen come in, kids from Glendon switch over, and the various student styles interact. We do have a different atmosphere from Founders--the fact that they are a year older and had more second year students last year means a great deal in the way of established forms and traditions. But we're getting there.



Unsuspecting freshman frolics on first day at Vanier. Yok.

## Former Freshman Tells All: IMPRESSIONS & CONFESSIONS

by Doris Dayhop

When girls are at the teenybopper stage, they read those books that are all about college--how wonderful and free and wild it is and what a great time you have. You must have seen those books--they're the ones that you have to wait for weeks to get at the Bookmobile, with names like 'First Love, Farewell', 'Marcy Grows Up', and other nauseous titles.

So when I walked into Vanier College, I was feeling pretty lonely. Especially those first few days of classes, when you find out the horrible truth that NO ONE CARES. That was bad enough but when the guys didn't come flocking around like they did in those stupid books, it was disillusionment plus for me.

But to be serious--I didn't expect anything out of a collegiate fairly tale, but I did take that stuff to heart about identifying with your college. I ate in the Vanier dining hall, fooled around in the Vanier common room--in fact the only time I ever went through Founders was after the Vanier vending machines were

wise you miss everything. And do you have any idea how MANY bulletin boards there are in this place???

Something else that made me feel kind of weird was eating in the same room--often even at the same table--with the profs. I never thought I'd ever get used to that.

And did you ever notice how chummy resident students are with the faculty? I would feel the urge sometimes to run up to a professor after the lecture and ask him a question, yet there was always something holding me back. But the word is that in second year, once you have chosen your major department, friendships with the faculty become easier.

What I really enjoyed were the college publications. Whenever the Vandoo came out and I dug the jokes, I felt like part of the In-Group--a feeling that was quite rare for me last year.

The residence news section was always a laugh--being a day-hop I didn't have a clue to what they were talking about.

Nothing really impressed me about Vanier except the Dining Hall. It has really sexy, intimate lighting and is consequently jammed during lunch hours. If you like to eat, plan to bring your lunch and eat it on the plush floor of Vanier Common Room.

Student Government is a total loss as far as I am concerned. Again, I take most of the blame myself--I can't see me running things. I expect to be there and see things running already. But there's always some strange campaign going on. Once I got really patriotic and decided to vote but finally gave up because I couldn't find the polls.

If Vanier social events have not been succeeding, the reason is not student apathy. It's the planners. They don't appeal to the students properly.

I remember when the Ski Club was looking for members--they carried a guy through the dining halls on a stretcher. And when the Biz Boys raffled off those glass (yok) turkeys. At least that got the students' attention!

By now you've figured out that the griping, miserable tone of this dirge means that I am totally disillusioned with Vanier and university life in general, and am resigned to being a social failure.

But you're wrong, wrong, WRONG! I'm no longer a frightened frosh, remember. I have that secure, second year feeling and this is my year to get INVOLVED in things. So au revoir, freshies, I have to seek out the social chairman of Vanier and get to work drawing some posters.



Lead the luxury life...in Vanier Tower.

removed for vandalism and I got hungry. I got lost, too.

University holds a lot of problems for shy people. I really didn't get involved in too many activities last year, and although I could blame it on a lack of advertising, it's probably my timidity problem. I used to see a bunch of kids working on dance decorations in this little room at Vanier and I'd wonder how they got to do it in the first place. But I was just too shy to go find out for myself.

One thing is sure; you have to read the bulletin boards, other-

## Founders, Is It Floundering?

by Harvey Margel

(Editor's Note: The opinions are those of Mr. Margel and do not necessarily reflect the views of Founders Student Council.)

The main idea implicit in the phrase 'college system' is that the college should be the focal point for the students' study, leisure and recreation.

There should also be a distinct college spirit. York limits enrolment to approximately 1000 students per college to eliminate the problems of communication resulting from university expansion.

It is now three years since the college system experiment began, and as a member of Founders College I can report on the results.

The college system, though it will continuously suffer certain setbacks, is still secure.

The first setback came with the planners themselves. They did not help the cause of the college system by constructing the colleges so close to one another. How is it possible for a distinct Founders or Vanier spirit to develop when members of both colleges end up sharing each other's facilities, such as the dining halls and common rooms?

The colleges should have been completely separate in a physical sense. In this way a better opportunity for a unique style of life in each college could have been created.

It has been found that autonomous college government is not practical without a central body uniting the various college councils. The resulting university-wide council, the Students' Representative Council (SRC) has undergone several crises recently.

By the time you read this there should be a new SRC in which the colleges have been given a strong vote and ultimate control.

But the fact remains that a university-wide organization of representatives from the various colleges has been deemed necessary for the survival of the autonomous college. This indicates a weakness in the system.

Another stumbling block for the college system is the social program, especially dances. A dance held by an individual college especially for its members usually bombed last year, because of the small college enrolment. The lesson here was taken to heart. It is pointless for colleges to compete with one another over dances, and this year all colleges will work together to plan bigger and better dances, and, we hope, no more disasters.

The trend seems to be away from



Harvey Margel (F II), social chairman of Founders Council, reports on the Founders College situation.

a college control to a central university control. This is not to say that the college system is a failure, only that, as in every 'ideal' plan, revisions must be made to ensure its success.

But no central body is going to decide on the matter of school spirit. It will be the colleges, individually, who will decide.

This year at Founders, a spirit club will be formed and we hope that a distinct Founders flavor will emerge from the efforts of this group.

The only way the college system and its spirit will succeed is through people interested in making it work.

My own first year at Founders did not make me an enthusiastic supporter of the college system. I was a member of the college in name only--nothing drew me into the life of the college.

Yet as small as Founders was, (if I may digress slightly), there were still the unavoidable cliques and I had mine. No matter how small colleges are, there are always those smaller units known as cliques...

Anyway, I expected the college system with its reliance on small numbers to make new friends for me. But it didn't turn out that way. Vanier and Founders students shared activities and classes and I began to wonder. Where was that individuality in spirit that was the basis of the college system?

I finally realized that Founders was only two years old and needed more time to mature. I made up my mind then to share in the work being done to build traditions at York and to make Founders an example of the ideal working of the college system.

This is the only way the college system and college uniqueness can survive--if each person pitches in and helps.

Founders' social, cultural and athletic activities will be for the most part college-centred this year and we hope to develop the kind of individuality that the college system is all about. We know it can work--all we have to do is try.

## Irresponsibility Threatens Residence Experiment

All was quiet in Founders Residence when the 1966-67 term began. It appeared that York's exceptionally liberal Residence Rules would prove themselves practical for dealing with co-education on the university level.

The case was dismissed, however because formal charges had not been submitted to the Court.

### Dons Step In

### Sympathetic Dons

There were dozens of parties which did not particularly bother anyone. If the atmosphere became too noisy, a hint from the understanding Dons was sufficient to quell the racket. The forecast for the year was optimistic.

Unfortunately, the relaxed atmosphere was disturbed by a handful of students, including some who did not live in residence, who neglected repeatedly to obey Residence Rules.

In the opinion of the Dons, something had to be done. They hastily decided to take matters into their own hands and consequently banned the student from entering the residence.

When criticized for usurping the rights of the students to try the case and mete out the punishment, the Dons said they were forced to make the decision because the students had defaulted, that is, demonstrated themselves unable to handle the matter.

By their acute mishandling of the case, the students did indeed show their inability to deal with problems arising in the residence.

As of the end of last year, it was impossible to tell whether the students were ready, finally, to attend to such matters without the need for the Dons to take over.

### Ignore Visiting Rules

Excalibur reports mentioned visits to the girls' house after hours, violence and drugs on campus. A commission was appointed by President Ross to investigate the situation.

The commission dismissed the more serious reports as strictly rumor, but agreed that the problem of students disregarding the times set for inter-house visiting was indeed a serious one.

The suspected parties were told at least three times that ingoring the rules would result in rustication--for the residents, and banning--for the non-residents. Despite these warnings the same people pulled the same stunt and were caught.

### Important Experiment

It is important, this year, that the students learn to cope with residence regulations and misdemeanors. The York residence system is an experiment. The liberal rules must be proven practical. If this is done, other universities will have difficulty justifying their own out-dated rules when confronted with a successful experiment.

If the experiment fails, York students will doom themselves and their counterparts at universities across Canada, to living in a university residence that acts 'in loco parentis'. Failure will also justify the view that yesterday's methods of education still apply to today's students.

### Case Dismissed

In the case of one non-resident student who violated the Residence Rules, a joint hearing of the Residence Council and Founders College Student Court was held.



Autos adorn the parking lot in front of affluent Founders College.

## Oh, The Pain, The Pain

by Dave Waga

York University is a modern complex designed for today's robust youth. If you are not a perfect specimen of homo sapiens erectus when you arrive at York, you must soon achieve such perfection in order to survive.

For the sluggish frail, and overweight there are countless ways to build up and trim down. The following are a few handy hints for helpless freshmen on how to do it!

1. Pushing, shoving, kicking, biting (all legal) when attempting to purchase texts in the book store.
2. Standing in line waiting to pay for the texts.
3. Paying for the aforementioned texts. (Oh that really hurts).
4. Returning all those overdue books to the library. (Note: it takes two minutes to walk to Steacie from Vanier College and four minutes to drive. But it takes 128 minutes to walk to Steacie from Glendon College and 14 minutes to drive. Glendon students can attest to the fact that there are no books in Glendon's library).
5. Running to Burton in the rain (especially from Glendon).
6. Running to Burton after the rain, hurdling mudholes, puddles, and that poor fellow who just came up from Glendon.
7. Trying to find Room 152 in the maze commonly referred to as the Behavioural Science Building.
8. Running up the stairs from Glendon's parking lot.
9. Running to lunch--with Versafood. (Did I say Running?)
10. Dining on our excellent cuisine. (No, not dying, dining).
11. Running to the John (or Jane--as the case may be) after lunch. (And I mean running).

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# Gone The Glory That Was Glendon

## Glendon College: ADVOCATE OF ACTIVISM by Glen S. Williams

Mr. Williams is a former columnist for PRO TEM, the student newspaper of Glendon College. He is currently Communications Officer of the Glendon College Student Council.

'Glendon College is different!' Anyone who spends more than half an hour on our campus is compelled to make this observation.

This difference is deeper than the mere fact that Glendon is geographically removed seventeen miles from the main York Campus of our University. It is also deeper than Glendon's new curriculum. The real difference can be found in Glendon's atmosphere.

Two weeks ago a Toronto newspaperman took a superficial look at Glendon and labelled it 'the country club'. To be sure, we have one of the most beautiful campuses in North America and on the surface everything looks relaxed and calm.

Underneath, however, Glendon pulses with the excitement of discovery. It's electric atmosphere can be felt in the coffee shops, the newspaper office, in the seminar rooms, and in the student council. Not only the students are affected--many of the professors have caught the spirit.

It seems strange that the Glendon campus, being the oldest, should be the place where the students feel that they are the real pioneers. The pioneer spirit has always been an integral part of Glendon and if that spirit should die, so would the college.

This campus housed the first York University students who studied under Murray Ross' general education programme back in the early sixties. It was here, in those early years, that the tone of the University was set. It was here, also, that the first of York's libraries, classrooms, residences, and fieldhouses were opened.

By 1965 Glendon had settled down. Construction has slowed to a virtual halt as only the Women's Residence remained to be built. Course structures had become relatively stable and student organizations and activities had taken on the prestige of what was called 'instant tradition'. The 'new campus' was still a bleak mud-hole occupied by only 300 freshmen.

Hints of the change were in the wind, however. The new Principal-Designate of Glendon College, Escott Reid, had taken up residence in Glendon Hall. Little was known of him at first, except that he was a former diplomat. Early in 1966 he gave an outstanding speech to Glendon students about the nature of the College that was to be opened that fall.

Some parts of this speech did not seem to indicate any drastic changes in what was then the Glendon Campus. As had been originally planned the college would be small, residential and liberal arts.

Mr. Reid, however, stressed that the College would be 'oriented towards the development of an interest in and an understanding of public affairs' and would 'place a special emphasis on the acquisition of skill in the use and appreciation of the English and French languages'. To accomplish these twin goals a new curriculum leading to a special Glendon College degree was to be offered to next years Freshmen.

In spite of these warnings of 'changes to come' few of Glendon's senior Arts and Science students were prepared for the onslaught of the more than 350 first year guinea pigs who were enrolled in the new Glendon College curriculum.

At first they caused some embarrassment to the Arts students who had been the builders of Glendon. Many insisted on referring to it as 'their College' and in treating the Arts students as second class citizens. Fortunately, this phase quickly passed and the freshmen settled down to absorbing all they could of Glendon's 'culture'.

Last year, then, marked a new beginning for York's oldest campus. With this renaissance came a phenomena which made some squirm uncomfortably and others rejoice--the phenomena of popular student activism.

In preceding years, some attempts had been made along these lines with varying degrees of success. One noticeable portent of things to come was the 1965 march on Queen's Park by a number of Glendon students. They expressed their dissatisfaction with the fee structure of universities by protesting for 'universal accessibility'.

Last year, the first 'incident' occurred during the official opening of Glendon College in late September by Prime Minister Pearson and Education Minister William Davis. They were met by no less than two groups of demonstrators--one protesting the injustices of the Student Award Plan and the other the war in Vietnam. Those who frowned on these activities as 'irresponsible' were to find that this was only the beginning.

The real catalyst of student involvement at Glendon was the ACSA debate. In future years this will be remembered as the point at which Glendon students, en masse, became actively interested in the future of their College.

This debate was called in early January of 1967 by the Student Council to discuss student protests about York president Dr. Murray Ross' Advisory Committee on Student Affairs.

The Council was displeased with both representation on the committee (only 5 of 18 members) and with the fact that committee decisions were kept secret. They pressed for 50% representation.

Activism - p. 17



Glendon College: The Whole Man is not the whole story.

The central objectives of Glendon College were summarized by the Principal of the College, Mr. Escott Reid, in his address to the Senate of York University in September, 1965: "My idea of Glendon College is that it would be a small, residential, undergraduate, co-educational liberal arts college of high academic standards where there would be a special emphasis on public affairs and on the acquisition of skill in the use and appreciation of the English and French languages".

The 1967-68 term marks the second year since Glendon's swing to a new curriculum. As more and more senior students transfer from Glendon College campus to York Campus and the University proper, Glendon, the place where it all started, is becoming the place

## Where The Action Was

by Stan Bunston

Glendon's walls are falling down.

What may appear as a mere change in nomenclature from 'Glendon Campus' to 'Glendon College' signals a marked change in the status of Glendon in York's multi-college system.

As a result, Glendon College is in for a rough ride...at the moment, downhill. She has lost her organizational advantage over muddy York Campus. The mud is drying and the action has shifted from Bayview and Lawrence to Keele and Steeles.

York has succeeded in luring

students from Glendon because of its more modern buildings and learning facilities, and, most important, York Campus was conceived in the beginning as the actual University. Glendon was never expected to house the number of faculties that a good university must provide.

But while York campus attracts the senior students, Glendon College must bear the chaos of a fledgling curriculum. Where, then, can Glendon make a place in York's college system.

Glendon, despite its separate campus, is restricted in its enrolment to under 1000 students, even less than a college on York Campus which will ideally have 1000 students per college.

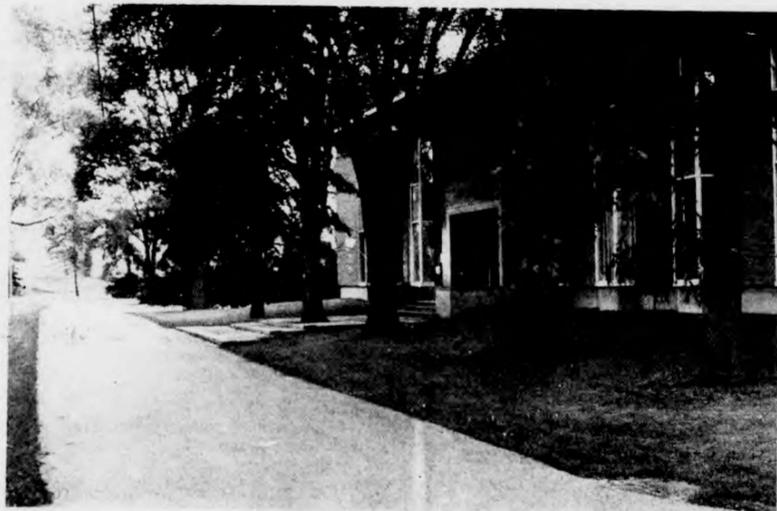
Glendon, therefore, will never be able to compete in matters of mere magnitude; rather, her growth must be in depth and here Glendon needs time.

More than the bigness and betterness of the new campus, Glendon should value tradition. Tradition, however, must not be confused with conservatism, for Glendon has the potential to be a major nerve centre--perhaps a raw nerve--not only of the York college system but of Canadian intellectual life. There has always existed a healthy tension between Principal Escott Reid's intentions and Glendon student action. Such conflict has stimulated Glendon's own style of growth and will continue to do so in the future.

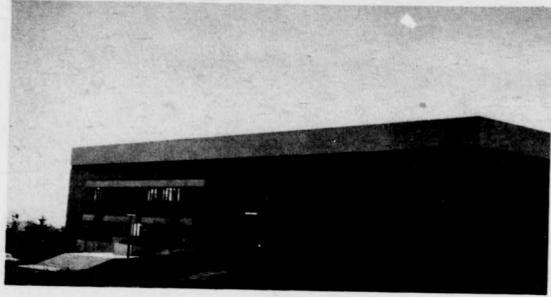
Glendon already has many of its own traditions firmly established. As the first real 'home' of the University, Glendon saw the beginning of such university-wide traditions as Orientation Week, and Reading Week. The first student newspaper was published at Glendon. The birth of York student activism took place at Glendon.

And now Glendon is pioneering in areas new to the university curriculum and unique among liberal arts colleges in North America.

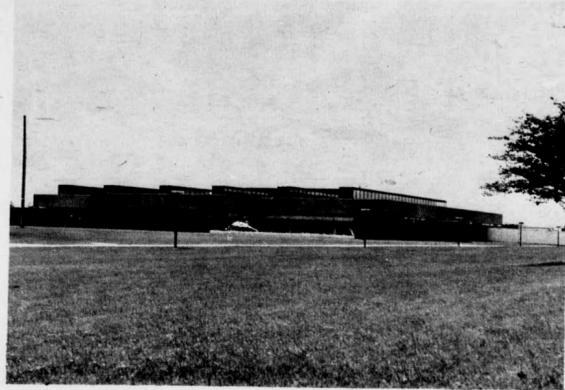
Rather than relegating Glendon to a second level status, the college system of York University will allow Glendon to find its own direction of growth in depth, within the breadth of scope in intellectual and research facilities that the large university provides.



Frost Library, Glendon College Campus, Bayview at Lawrence Avenue.

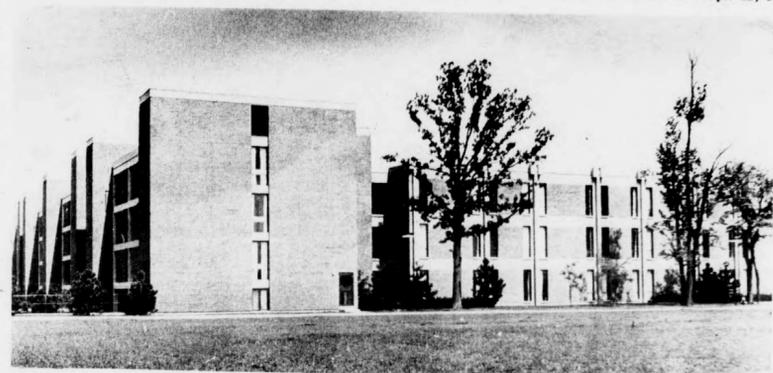


York's athletic programme is centered in the TAIT MACKENZIE PHYSICAL EDUCATION BUILDING. Consisting of an olympic pool, two gymnasia and various other sports centers, this building is already winning acclaim throughout metro Toronto as a most modern center. The building is open all year for students' use and information on athletic programmes can be obtained here.

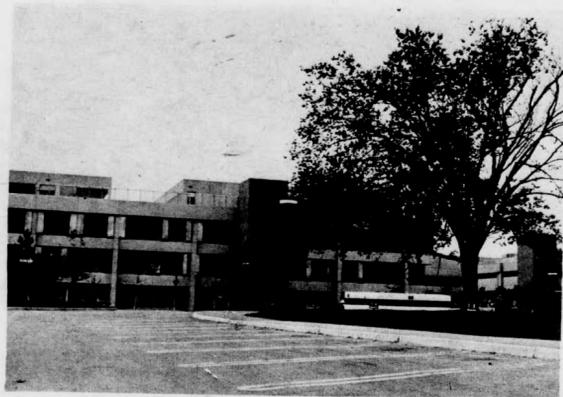


The first building to open on the York Campus was the STEACIE SCIENCE LIBRARY. Presently serving as an inter-disciplinary source of knowledge, it will remain as a science library on the completion of the Central Library in 1969. Scale models of the campus are on view in the hallways and the university Post Office is located in the basement. The office of the Registrar is also located in the library as is the office of the accountant where parking fines are paid.

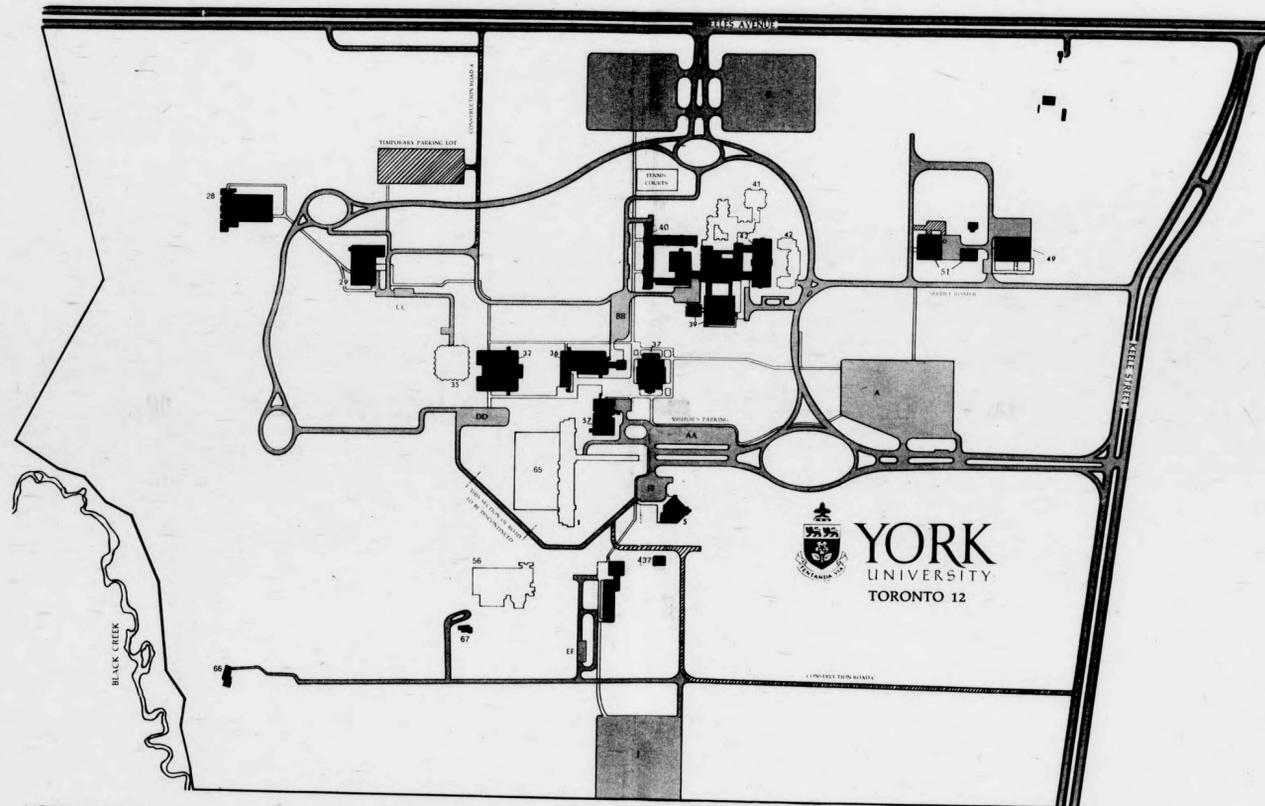
Photographs by: Gord Jacobs, F-2  
Jerry Kinrys, V-2  
Clark Hill, F-2



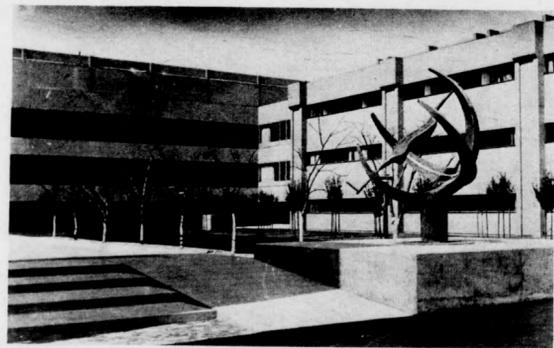
FOUNDERS COLLEGE, the first of the twelve colleges to be built, was opened in September, 1965. This college houses 250 resident students and is the home of York University's famous "69ers". Publications of Founders College include the Fountain and the orientation handbook "Foundations". The flag of this college, designed by Harold Town, represents the twelve colleges, depicted by the twelve points and has a background of "York Red".



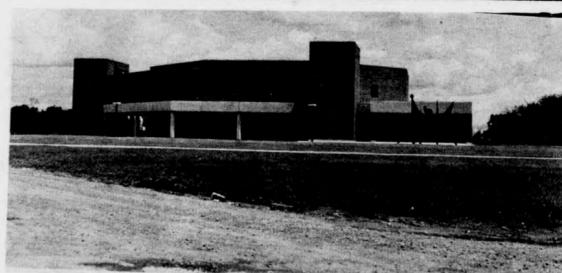
The most complex building on campus is the BEHAVIOURAL SCIENCES building. This new structure is designed for psychological services and is the home of the university's psychology department. The penthouse of this building contains the office of the president of the University and can only be reached by elevator. Below this are research labs and experimental facilities.



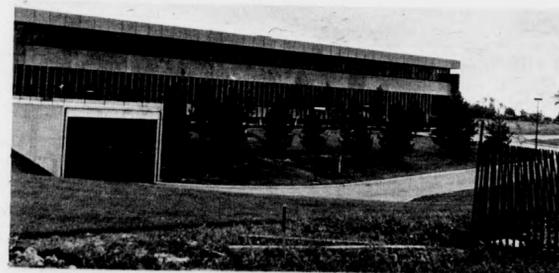
- |   |                                       |  |
|---|---------------------------------------|--|
| YORK CAMPUS                                 |                                       |  |
| 1 Humanities and Social Sciences Building   | 32 Steacie Science Library            | 41 McLaughlin College and Residence (proposed)     |
| 5 Burton Auditorium                         | 35 Petrie Science Building            | 42 Winters College and Residence                   |
| 10 Atkinson College                         | 36 Farquharson Life Sciences Building | 49 Physical Plant Workshops                        |
| 28 Ice Skating Rink                         | 37 Lecture Hall No. 1                 | 51 Central Utilities Building                      |
| 29 Physical Education and Recreation Centre | 39 Vanier College and Residence       | 56 Osgoode Hall Law School                         |
|   | 40 Founders College and Residence     | 57 Behavioural Sciences Building                   |
|   |                                       | 65 Central Plaza (proposed)                        |
|   |                                       | 66 Masters Residence A                             |
|   |                                       | 67 Masters Residence B                             |
|   |                                       | 437 Temporary Services Building                    |
|   |                                       | External Parking Lots designated by single letters |
|   |                                       | Internal Parking Lots designated by double letters |



The Science Programme on the York Campus is centred in the FARQUHARSON LIFE SCIENCES BUILDING. Named for the late Dr. Farquharson, who was a director of the university, this building houses classes for both biology and physics students. When the Petrie Physics building opens next year, Farquharson will remain solely as a life sciences building. Included in this complex are two large greenhouses and an experimental field beside the road.



The centre of York University's cultural activities is the BURTON AUDITORIUM. This building houses Toronto's only "Globe-Style" theatre and it is here where all plays and theatrical events take place. Created as a lecture auditorium, most large classes are held here. With a capacity of over 600 people, many first year lectures are given in this building. Tickets for "Every Sunday at York" can be obtained here from the secretary's office on the mezzanine level.



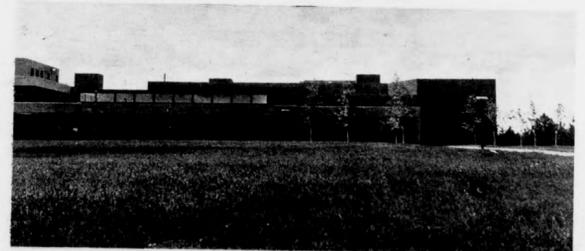
ATKINSON COLLEGE, located at the southern end of the campus, is the home of York University's night programme. As well as housing the campus bookstore, this college is most popular at night. Both arts and science programmes are offered at Atkinson and many public lectures are held in the Elizabeth Atkinson Hall in the college.



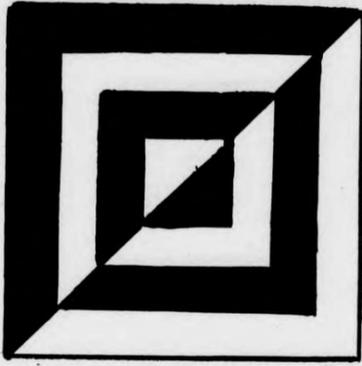
VANIER COLLEGE, opened in 1966, houses York University's first "skyscraper". The towering residence building, overlooking the York Campus, will accept its first students this year. Named for our late Governor-General, Vanier College is already strong in tradition. The outspoken "Vandoo" and the York University Debating Society are both housed in this college. Enrollment this year is expected to reach 700 students.



WINTERS COLLEGE, which is accepting its first students this year, is the third college to be built on the York Campus. While the college is new, it already is following the heritage of the rest of York University. The college plans on publishing its own newspaper and an election for interim officers is arranged for early in the term.



This LECTURE HALL, devoted mainly to the sciences, is linked to the Farquharson and Behavioural Science Buildings by pedestrian tunnels. Six various rooms are in the building in addition to a commons room for graduate students. Lecture Hall #1 is the first of three such buildings planned for the campus.



# OF BARDS AND BOARDS

EXCALIBUR'S WEEKLY ENTERTAINMENT REVIEW

## THE TORONTO SCENE

Canadian Government Bureau Photo



Toronto Theatre:

### SUCCESS, SYRINGES and the AVERAGE SLOB

by Frank Liebeck

In an age of flux, there are countless examples of expediency. You take a pill to go to sleep, you take a pill to wake you up, you smoke a joint and turn on, and my God, they're trying the same thing with theatre. A shot of money and instant drama is expected.

In England or Russia, the tradition of theatre has evolved through crises of action and reaction, from an embryonic stage to various periods of a greater maturity. It's sound and it's secure. Even in the United States one finds the growth of a system, the O'Neil-Albee era, and the development of the musical-comedy as an indigenous form of American theatre. But in Canada we have mad little men running around with syringes, trying to inject immediate theatre into the stream of daily life. You just can't do it.

Substituting money for a hundred years of theatrical evolution is so absurd I hope there's no security leak. People would talk curity leak. People would talk. For instance, Aries Productions have been granted \$4,000 if they

can round up another \$4,000 from private donations. So far they have raised \$100 which comes as no surprise. A few arty people can't compensate for a population daft on popcorn, pot and Pepsi. They follow their perversities and don't dare let anybody enter. The average slob is just left behind in all this intellectualism.

The Crest-Canadian Players have the Royal Alexandria early in 1968 and have sent for a one man dynamo from Britain, I sincerely hope they come up with something good. You know, if you're going to build a house, its always nice to put the walls up before the roof, or at least the foundations. I suppose you can suspend the roof by using wires, while you build the walls, but where do the wires come from?

### Burton Auditorium - Art Without Entertainment

by Don McKay

Many students are surprised that the Burton Auditorium is a see Art - pg. 13



### RESTAURANT GUIDE

There are few good restaurants near either campus. Glendon is near a pleasant Steak house--Sir Steer (Bayview south of Eglinton). The Colony at Keele and Finch near the York Campus is also reasonable. All top quality restaurants are downtown.

- Ed's Warehouse - Roast Beef - Camp Decor - King & University  
Moderately Expensive
- La Chaumiere - French Cuisine - Excellent hors d'oeuvres - Charles & Church - Moderate
- La Provencal - French Cuisine - St. Thomas & Bloor - Provincial Decor - Expensive for dinner - Moderate for Lunch
- Ports of Call - International Restaurants (choice between Polynesian, French, Roast Beef, etc.) - Yonge near Summerhill. Expensive
- Mr. Tony's - Italian - Cumberland - No Menu - Extremely Expensive
- Julie's - Continental - Jarvis & Wellesley - Bunny Girls in Bar Expensive
- Hungarian Village - Hungarian Cuisine - Bay & Wellesley - Peasant Decor - Moderate
- Nanking - Chinese Food - Dundas near City Hall Moderately Expensive

### SUPER-SWORD SUGGESTS

An Excalibur-Eye View of the Toronto Scene

In spite of the efforts of our noble city council led by Mayor Paint-by-Number Dennison, Toronto isn't a cultural wasteland. The theatre bug can find opera, ballet and the American touring companies at the Royal Alexandra and the O'Keefe centre. A nationalistic Canadian will find excellent local productions at the smaller theatres.

Toronto is a haven for the movie addict. The best in Toronto for this week:

The Royal Alex: Try to see the excellent revue 'Wait a Minim'  
O'Keefe Centre: The Canadian Opera opens a new season with two Canadian operas.  
Hyland: 'To Sir with Love' is surprisingly good.  
Hollywood: 'Two For the Road'. I don't believe it! Schmalz in good taste.  
International Cinema: 'Young Aphrodites' proves that a shepherd's life is a good life.  
Fairlawn: 'A Man for All Seasons' deserves every award it has received.  
Loewe's Downtown: 'In the Heat of the Night'--an excellent film directed by Canadian Norman Jewison.  
Loewe's Uptown: 'The Dirty Dozen'--gore and action, meaningless, but entertaining.

**Man of Mancha**

**Arts Fest Captures Cohen**

**Bravo! GO AWAY Sunday Afternoon Underground**

**JAMES LEONARD COHEN and Things**

Did you see these? - see page 13

**art**

cont'd from p. 12

busy cultural centre every weekend. It is not only the home of the York University Players, but it is also the theatre that houses the potentially excellent 'Every Sunday at York' series.

Last year for a mere \$15.00 a student could see twenty-one movies, plays and concerts. This included the York University Players, the National Theatre School, and the movie 'The Girl with Green Eyes'.

This year's programme includes the movies Winter Kept Us Warm and the Offering, Dr. Strangelove, Help, the play The Skin of Our Teeth and many excellent concerts.

Why is this series usually a failure?

The stage of the Burton Auditorium has been often criticized by Nathan Cohen and Marigold Charlesworth. It is a challenging stage to work on and a difficult stage to adopt for travelling productions. But, the stage isn't the cause of the failure of the Every Sunday series.

Peter Mann, former artistic director of the ill-fated Playhouse Theatre has said with much wisdom that the public demands entertainment with a big E before it accepts art with a small a. The theatre committee has failed to accept this fact.

The public are not going to drive to the isolated York Campus to hear John Boyden practise his technical exercises on stage or to see Eric Hawkins flex his muscles in the name of dance or to hear a group of poets read their own work.

This year's programme at the Burton Auditorium is worth \$15.00 but it will likely be a financial flop as much of the programme consists of pseudo-intellectual artiness.

**Cultural Embryo Has Been Created At York**

by Don McKay

The suburban wasteland that surrounds York University forms a protective shell for an embryo cultural centre. In fact, the York Campus was an active showcase for all the entertaining arts last year.

A weekly treat was sponsored jointly by the college councils and the Toronto Musicians' Association. The top jazz groups in Toronto were brought to the dining halls each Thursday afternoon. Unfortunately these excellent concerts were sparsely attended.

The York University Players were responsible for two weekends of excellent entertainment. Early in the year a one act play competition was presented to one of the rare full houses at the Burton Auditorium. The evening's programme consisted of plays by Pinter, Pirandello, O'Casey and an original by an Atkinson student. Later in the year the Players presented a technically triumphant production of the extremely poor play 'Ubu Roi'.

The most exciting event of the year was the York University Centennial Arts festival. The major feature of this weekend was a dreamlike concert of songs and poems presented by Leonard Cohen. It is impossible to recreate the incense-filled atmosphere that this talented Canadian created in Burton Auditorium. The rest of the weekend was made interesting by the bubbling York Revue, a mixed media concert, and the stunning Canadian underground film show.

"Most people involved in the arts in Toronto believe if you go north of Lawrence Ave., you drop off the end of the world." Despair not! A cultural satellite has been launched at the York Campus.



**THE WAR GAME**

Cinecity is presenting 'til the end of this month two films of shock and value. The first, Robert Enrico's 'An Occurance at Creek', is one of the stories based on a trilogy by Ambrose Pierce. It concerns the thoughts of a dying man, a sabateur in the Civil War, who is paying for his crimes. Before the rope becomes taut and his neck is broken, he imagines he escapes and swims down the creek out of sight of the soldiers and returns to his wife. But just as he returns to her, the rope tightens and he dies. It's a gripping short film and provides a suspenseful interlude before the start of the second film, 'The War Game'.

'The War Game', which is the feature film, is Peter Watkins' film about death and destruction in the county of Kent. Events in Vietnam and Berlin have precipitated a nuclear war. Civilian ignorance on the effects of nuclear weapons and procedure of evacuation is strikingly apparent in man-on-the-scene interviews.

Scenes of destruction are abundant. A child has his retinas blasted and is blinded for life because he glanced at the bomb 27 miles away. The centre of the fire storm generates heat up to 800°C. and people are thrown around like leaves in a wind storm. Others gasp in the deadly fumes generated by the blast and will die within minutes from deadly gas poisoning. Still others live through this carnage and, it is dreadfully apparent through effective makeup and the use of documentary film techniques, that those who do live will die an uncertain death. Throughout the film Watkins has punctuated the film with comments from leading churchmen, and American nuclear strategists, and other leading authorities: a doctor, a psychiatrist, and defense people.

It is an all too shocking and realistic presentation of what could happen. However, the film has been criticized, not for its technical brilliance or for its startlingly vivid presentation of a holocaust, but for the fact that it seems to be advocating unilateral disarmament. As one Toronto columnist has stated, this film presents both the whimper and the bang. The film is an honest and penetrating reckoning of nuclear disarmament possibilities in the world of multiple ideologies.

**ACADEMY AWARD WINNER**

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—Kenneth Tynan, London Observer

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# IMMORTALITY

## Living Forever With Aid Of Instant Learning

Man will begin to live forever, perhaps within the next 100 years, predicts a National Research Council scientist.

Dr. Graham Schuler believes he will achieve immortality by discovering how to free his mind from his body.

His brain will communicate with thinking computers while his body will become an expendable vehicle.

Dr. Schuler, research associate in NRC's radio and electrical engineering division, expounded his mind-boggling theories during an interview in the instrument-cluttered lab-office.

The young scientist, and only medical doctor employed by NRC admits it sounds like science fiction but points out that most of man's revolutionary advances would have seemed equally incredible at one time.

'Supposing you had said 50 years ago that it was possible to see people on little boxes that have no connection with anything? It would have been considered impossible, yet today we take television for granted'.

Dr. Schuler theorizes that the human brain works at high frequencies and one day a machine will be developed that will be sensitive to these frequencies.

Man will learn to 'play' the machine so that he can feed information and experiences into it and get back out all the knowledge and experiences stored there.

At the age of five or six--or whenever it is that a person reaches his peak brain power--he will be fully educated, instantly and effortlessly, from the machine.

In an instant he will be able to acquire the total experience of a surgeon, an artist, an astronaut, or anything and everything he wants to be.

'It's going to be a very strange world, with banks and banks of machines', says Schuler.

Man will use his body as a 'mobile platform' to do things his brain can't do by itself.

### Submarine

His body will be a vehicle in much the same way as a submarine is a vehicle that takes man to places he couldn't go otherwise. It doesn't matter if you break up the submarine after you've used it. Nor will it matter if your body dies--your brain will live forever in a machine.

'Then it doesn't become very important who you are--or who your body is'.

Someday someone might come up with 'chemical X' to stop the body from growing old but Dr. Schuler is neither enthusiastic nor concerned about this possibility.

'Once man has the ability to put his thoughts in a machine, then he will live forever'.

Man has the technology right now to develop such a machine he says, but it may be five years or so before there is interest or money enough to attempt it.

And it might take a century or two to learn to communicate with it in much the same way as man has learned to communi-

cate with musical instruments. **Immortals**

'Two thousand years ago, if you had shoved a piano in front of a person it might have taken him two or three generations to learn what to do with it'.

Dr. Schuler has no scientific evidence on which to base his theories. He is just unwilling to grow old, though he says he won't be among the future immortals.

'I would like to see people get more outraged by their frail bodies and learn to get along without them'.

Man's life is like a person standing between railroad tracks, not greatly concerned about the train that will come along and wipe him out. What he ought to be doing, says Dr. Schuler, is trying to step outside of those tracks.

Communication between mind and machine will accelerate progress at an ever-increasing rate. A cure for cancer would be the simplest of achievements.

'It's probably been discovered already and is sitting around in fragments, in bits and pieces all over the place'.

Feed all existing knowledge into a thinking computer and the answer would be there.

Eventually, everything might be discovered and men will live 'in an extra-corporeal existence of thought, adventure and productivity'.

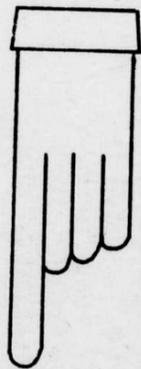
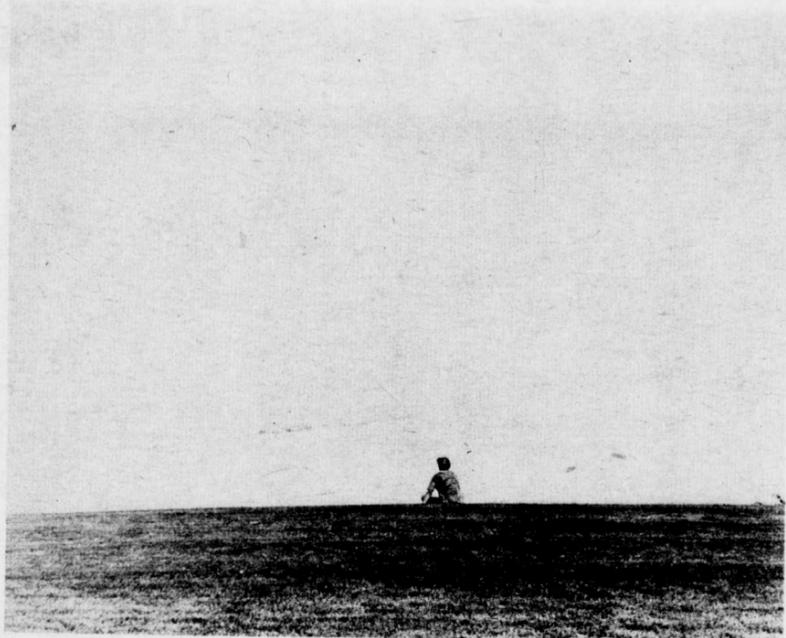
If the whole idea upsets you, or horrifies you, never mind. Since our advancing technology will place us among the last human beings to die, says Dr. Schuler, our concern is unimportant and will be of only passing interest to tomorrow's immortal beings.

-- upi



**DR. SCHULER PONDERES IMMORTALITY IN HIS NRC LAB**

# ALL ALONE?



# Up In The Air Over What To Do About York?



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*We've been running four canoes*



*And waiting for trains*



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1821-91



ALEXANDER MACKENZIE  
1814-88



SIR JOHN ABBOTT  
1821-93



SIR JOHN THOMPSON  
1812-84



SIR MACKENZIE BOWELL  
1819-94



SIR CHARLES TUPPER  
1821-90



SIR WILFRID LAURIER  
1841-1913



SIR ROBERT L. BORDEN  
1854-37



ARTHUR MEIGHEN  
1854-20



R. L. MACKENZIE KING  
1874-57



R. B. BENNETT  
1870-48



LESTER B. PEARSON  
1897-72



JOHN D. GIEFERS  
1901-71



LESTER B. PEARSON  
1897-72



*We've built great cities*

What has Canada done? Well, she has prospered over the last hundred years and enjoyed the fruits of her labours. Perhaps Canada's accomplishments and attitudes are best summed up by America's Time magazine which recently read: 'A nation that commonly supposes it lacks the drama of which history is made, can also rejoice that it has grown from colony to nation despite the odds of geography, the pull of its dominant neighbour to the south, and all the strains of the French-English partnership.'



*And defended them*

## Activism

cont'd from p. 9

and for publication of committee reports so that Dr. Ross would have to defend any decisions he made contrary to the committee's advice.

Previously, the Glendon Council had withdrawn its representative on ACSA until the committee had been re-organized along the lines that it demanded. The Council maintained this position in spite of the fact that the York Campus College Councils and the SRC decided to remain on the committee.

Between 500 and 650 students jammed the Old Dining Hall for this well publicized encounter. Mr. Henry Best, Director of Student Services, represented Dr. Ross. He heard Council members charge that although Dr. Ross advertises York University as a community of scholars, the faculty and the students have no real say in how the university is run.

Actual political gains as a result of this debate will probably not be felt for a number of months. It is hoped by many Glendon students, however, that this demonstration of student concern will not go unnoticed by the Board of Governors and the Senate when proposals to democratize the University come before them.

This trend towards student activism at Glendon was reinforced by the results of the Student Council elections in February. Larry Goldstein, former editor of the PRO TEM, was elected to the presidency. Considered by many to be the most radical of the three candidates, he was certainly the most controversial.

This summer the Glendon Council passed a resolution on Vietnam, sponsored by Mr. Goldstein. The resolution condemned the U.S. escalation of the war and asked the Glendon administration to accept 'valid though late' applications from foreign students who were conscientious objectors.

An indication of just how deeply this Glendon activist movement has penetrated the College may be demonstrated this October in a by-election for the post of President of the Student Council. This position was vacated when Mr. Goldstein resigned in June to go to Israel.

What, then, will be the future of Glendon College? Certainly, the College has its critics. Some say that since it costs considerably more to teach a student there than at the larger campus, operating expenditures will become an unbearable strain on the University budget. Others say that the two year compulsory English and French curriculum is badly designed and a retrogressive educational requirement.

A College such as Glendon, however, will depend for success or failure on the kind of students and professors it can attract. Last year's freshman class was without doubt one of the best that York has ever seen. A good example of their involvement in College affairs was the creation of the Glendon Forum. Organized and originated by first year students, the Forum featured such people as Laurier Lapierre and Pierre Burton. Many of these students left Glendon this year, but many more stayed.

Principal Reid, I believe, has a genuine understanding of the type of people he needs to build Glendon College. In releasing the following statement to me for use in this article he emphasized that Glendon College needs serious students but added:

*"I shall also continue to base my approach to the principalship of the College on the firm belief that Glendon College has a place for the student who is an active rebel, the student who believes that the whole of society needs a revolutionary shaking up, who believes that this College and University*

*need a revolutionary shaking up.*

*The College has a place for the student of marked intelligence who decides that he will only spend as much time on his academic work as is required to scrape through and who devotes his energy to such activities as music, art, reading novels, taking part in plays, writing novels or plays, taking part in politics.*

*The College has a place for the student who refuses to attend lectures because he considers that they are third rate, or because he gets more out of reading books and articles than going to lectures.*

*A College which does not contain students like these would not produce the kind of intellectual ferment without which a college does not deserve a place in a university."*

Will Glendon College be a success? If it continues to draw the kind of people that Mr. Reid talks about, it can't miss.

### PIONEER STEAK HOUSE

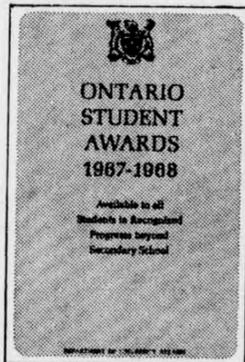
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## Spoil Sports

by Frank Trotter

There is a large collection of almost unused facilities on both campi of this university. No, not the classrooms, the libraries or the washrooms, but the physical education buildings and their various accoutrements.

It is to the credit of the students that they have kept the equipment in mint condition.

Last year, the physical education building at the York Campus was opened somewhat later than anticipated and a great many complaints were voiced. Yet few of those complanants actually made use of the building when it was finally opened shortly after Christmas.

The swimming pool provides a good example: The busiest time for the pool was Sunday afternoon when many people from nearby suburbs came to swim. At no other time were there more than eight or ten swimmers in the pool and often it was empty. The situation at Glendon was only slightly better.

No one has said that the athletic facilities are to be used mainly for intercollegiate or intramural activities. They are readily available at all times for recreational use by individual students.

The actual facilities are essentially the same at each campus as follows.

**SWIMMING POOL**--bring your own bathing suits; towels and water provided.

**GYMNASIA**--appropriate gym clothes must be worn--not tattered, just worn.

**SQUASH COURTS**--eight at York Campus, four at Glendon. Students must provide their own equipment and arrange times.

**TENNIS COURTS**--only nets provided; bring own raquets, balls, etc.

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# COLLEGE SYSTEM INSPIRES DISTINCTIVE ART

The following works of art have been or will shortly be installed on York Campus of York University (these are a permanent part of the Campus; in addition, various works of art and exhibits from time to time are lent to the University);

**THE FARQUHARSON LIFE SCIENCES BUILDING.**

**ILLUMINATED PANEL** by David J. Chavel. The basic theme is "The Unity of the Sciences". Mr. Chavel describes the work as follows: "At the top of the panel, a representation of space and the celestial is seen with the symbolic constellation of Cancer (illuminated) appearing at the upper left. The lower portion, with symbolic circle and cross, represents earth, man's station in the universe from which he soars heavenwards in development and the evolution. On the left, the sun is represented controlling the nucleus of life. The DNA symbol (a basic chemical controlling life on earth) and the red disc are appropriately illuminated. The indirect light from the centre of the left panel effects a relief of materials used in the centre portion of the work. The centre and nucleus of life, with stylized S and M symbols for the finite and the infinite, reflect man's unified spirit and inspiration to continued search in the sciences. In addition to the theme of the work, it should be remembered that art is one of man's oldest and most valid expressions. It has evolved in Canada, as elsewhere, in contemporary idioms. It is suggested by the artist to the individual that the work be viewed as representing itself. It is with this hope and insight that the artist communicated and compliments the educational programme realized here at York.

**SOLAR CLOCK.** Outside the south entrance, there is a solar clock, as a focal point of the quadrangle which will emerge south of this building as the Behavioural Sciences Building and other buildings in the science complex come into being.

**THE SCIENCE LIBRARY**

There are sculpture courts on the east and west sides of the library, already partially landscaped. The cement plinths are

locations for pieces of sculpture to be added as time and finances permit.

**FOUNDERS COLLEGE**

**THE BANNERS.** Founders College Dining Hall. The key design for Founders College is its banner designed by Harold Town, using the theme that this College is the first of an expected 12 to be built on York Campus by 1980. As described by the artist, the figure forms radiating from the centre represent man, the people each college, and the fact that the colleges are all related to each other. The centre white circle within the blue circle, at the nodal point of the banner, represents Founders College, and again the smaller circles surrounding it represent the future colleges. The design has intentionally been created in this manner in order that visual sections can be divorced from the total design and applied to other works of art as well as other aspects of College life.

Each college of the University will have its own banner designed by an outstanding Canadian artist. The intention of the banners is to recall in contemporary fashion some of the traditional art forms which have gone into some of the Old World's more traditional institutions, such as the Henry the Eighth Chapel in Westminster Abbey.

In addition to the Harold Town banner, there is hanging in the Founders College Dining Hall a banner designed by Jack Bush for the Vanier College, Jack Bush describes Vanier's banner as an extension of his current painting, expressing with simple, good colour, the feeling of a new beginning spreading up and outwards in the centre column and suggesting the expanding future of the University and the students' learning and accomplishments. Mr. Bush says, "I feel the design has a strong sense of NOW, and by purposeful implication, a sense of the heraldic past, a wonderful heritage".

The two banners are deliberately different—even clashing in their colours—to express the different character which will undoubtedly develop for each College.



**THE YARWOOD SCULPTURE ENTRANCE FOUNDERS COLLEGE**

The third artist commissioned by the University to design a college banner is Yves Gaucher, and he is currently working on it.

Each college will in its Dining Hall hang the Banners of the other colleges of York. The Colleges' own banner will predominate and be repeated in heraldic devices, crests, and so on.

**DECORATIVE WALL**

**SCULPTURE** by Walter Yarwood. This is a sculptural interpretation of the Harold Town banner for Founders College. It consists of 12 "figures" representing the 12 colleges, cast in aluminum and mounted on boxes, or "banners". The top left banner carries 12 blocks of cast aluminum re-

presenting the campus.

**OPTICAL MURAL** by Zbigniew Blazeje. This is located at the end of the ramp leading to the servery in Founders College and its title is "Contrapuntal Structure". It is described by the artist as a constructivist painting done in eight sections, 19' high by 12' wide by 6" relief. "It deals with the relationship of time and space, using pure form and colour. It has a musical quality both in the basic composition, as seen from the front, and in its variations when one moves about it. The aim of my work," says Mr. Blazeje, "has been to achieve a visual musical quality." The materials used are plastic and wood."

## University Education

Most of the world is in the midst of a new and permanent scientific technological revolution. This has a number of direct implications for Canada.

One is that if we are to occupy a place at the frontier of technological discovery and innovation, our universities must educate the best scientists in the world and the country must create research opportunities for these scientists after they have completed their formal studies.

This in turn means at least tripling the present lever of government financing of university scientific teaching and research and ensuring that private corporate industry in Canada allocates more funds to research in Canadian centres.

A second implication is that we will not be able to exploit fully the production and productivity possibilities of our scientists without a highly educated labour force which reflects the sophisticated manpower requirements of the new economy. This again puts a burden in our universities (and government financing in technological fields such as communications, engineering, and management).

A third implication is that the social, political and economic power and influence of the specialized scientists and experts in technology will increase

tremendously and quickly. They must be able to use this power wisely.

Only a few have had an opportunity to study the humanities and the ideal values of humanity. Only a few have combined a liberal education and a scientific education.

While it is not inevitable that we will be faced with 'tyranny of technology', and the tyranny of those who understand the new technology, the least we can do is to insist that our education system develop humanity-oriented scientists'.

This last implication leads to the fear of the sinking of the humanities in two counts; one, the dehumanization of scientists and technologists, who will undoubtedly have much greater power in tomorrow's scientific age; and two, the loss of the individual's ability to enjoy life, leisure and the savouring of knowledge and civilization. Ironically, it was the development of humanistic universities that laid the basis of science. Humanism was the negation of the attitude that knowledge was finite; it represented the search for truth and knowledge that led to scientific experimentation and discovery.

In the post-Medieval university, from the Renaissance to the 19th century, Humanism was not a

discipline, not a field of study, it was the heart and soul of the university, it was a way of life.

With this history, it is wrong to separate what we now designate as humanistic subjects from another group called science and say that they are two cultures, two separate streams of education.

The purpose of university education is a humanistic purpose; the scientist can no longer deny the impact he has had and will have on the future of mankind. The responsibility of the humanist is to take the whole of contemporary civilization accessible, in fact to help give civilization its purpose and function.

In survival terms, we must allocate more money to neglected humanities in our universities. We could give them more emphasis in our general process of education. We must not let the scientists forget their beginnings.

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Orientation week at York: a round of activities—talks and tours, dinners and dances—has been planned for this week following College Orientation.

**FOUNDERS**

- Sept. 14, 10:00 a.m. Freshman Convocation followed by campus tours.
- Sept. 19, 8:00 p.m. Montè Carlo in the Dining Hall
- Sept. 20, 7:00 p.m. Athletic Night, Tait McKenzie Building
- 9:30 p.m. Sock Hop, Coffee House at Founders
- Sept. 21, 6:30 p.m. Barbecue, Field east of Atkinson College
- 8:00 p.m. Folk Concert, Burton Auditorium
- Sept. 22, 6:15 p.m. Freshman Banquet, Dining Hall
- 8:30 p.m. College Dance

**GLENDON**

- Sept. 13, 9:00 p.m. Street Dance, circular drive at Glendon
  - Sept. 14, 6:00 p.m. Corn roast and Hootenany
  - 9:00 p.m. Square Dance, Old Dining Hall
  - Sept. 15, 9:00 p.m. Dance, Old Dining Hall
  - Sept. 16, 12:30 p.m. Sports Day
  - 7:00 p.m. Movie
  - 9:00 p.m. "Party in the Pit", Basement Hilliard Residence
  - Sept. 18, 10:00 p.m. Convocation, West Dining Room
- Panel discussions and lectures will be held during the day, Thursday and Friday, September 14th and 15th.

**YORK ACTIVITIES**

**VANIER**

- Sept. 13, 7:30 a.m. Hayride, Crown 7 Ranch
- Sept. 14, 7:30 p.m. Film, "Morgan"
- 9:30 p.m. Informal Party, Students' Common Room
- Sept. 15, 8:30 p.m. Debating Society Dance, Dining Hall
- Sept. 16, 1:30 p.m. Athletic Day
- 7:30 p.m. Film, "Nobody Waved Good-Bye"
- Sept. 17, 5:30 p.m. Formal Banquet
- 8:00 p.m. Art Contest
- Sept. 19, 5:30 p.m. Formal Dinner
- Sept. 20, 12:00 p.m. Debate, Students' Common Room
- Sept. 22, 8:30 p.m. College Dance

**WINTERS**

- Sept. 12, Campus, Library and Field House tours
- Sept. 13, 2:00 p.m. Campus tours
- 5:15 p.m. Academic Procession and Welcome
- 7:30 p.m. Hayride with Vanier College
- Sept. 14, Sports Day
- College Dinner, Poetry Reading, Film and Debate
- Sept. 15, 8:30 p.m. Live-in Night
- Sept. 16, 2:30 p.m. Jazz Concert
- 3:00 p.m. Tug-of-War and Sports
- 6:30 p.m. Bar-B-Q
- 8:00 p.m. Hootenany and Square Dance

On Monday, September 18 and Tuesday, September 19, a series of orientation seminars will be held for full-time MBA I students. A reception will be held in the Atkinson College Coffee House, following the orientation programme planned for Atkinson students on September 20th, 8:00 p.m., in Burton Auditorium.

Construction on campus has been at a standstill over the summer. Although road construction has started once again, Osgoode Hall, the Humanities Building and the Petrie Science Building are still pretty well at the stage they were on June 1st, when the rod men went on strike.

The ring road to the north and west of the Tait McKenzie Building is underway, and a new parking area can be seen under construction by the main entrance road of Keele Street. Initial construction should be started on the indoor skating rink in the very near future, but if the building strike continues, it may be just a hole in the ground for some time to come.

The Toronto Dominion Bank has opened a branch on the York Campus and a sub-branch on the Glendon Campus. A full range of banking services will be offered with the exclusion of safety deposit boxes and night depository services. On the York Campus the branch is located in the temporary frame building, opposite the South Door at Founders and just west of the Vanier Residence. Open from Monday to Friday from 10:00 a.m. to 3:00 p.m., the branch will also be open from 4:30 to 6:00 p.m. Friday afternoons.

The sub branch at Glendon is located on the main floor of Glendon Hall. Open daily from September 11th to 22nd, the hours are 9:30 a.m. to 5:00 p.m., thereafter the sub-branch will be open for only 2 hours a day, 2 days a week, or as the need dictates.

A temporary book store has been opened in Vanier College, Room 116 in addition to the store in Atkinson College. Supplying first and second year books, the new store will be operating at Vanier for the first few weeks of the University session.



This weekly column is prepared by the Department of Information and Development. To have items of interest included please contact:-- Penny Jolliffe at 635-2303

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