

PRO TEM

TORONTO, SEPTEMBER 27, 1972

F.C. caucus rejects block voting

by DIANNE TRAVELL

The student caucus of faculty council got off to a tremendous start this year in its meeting last Thursday night. The first item on the agenda involved a discussion of Gary O'Brien's proposals regarding the structure of the caucus, and led to a pyrrhic victory for the liberal "free-

dom of choice" element of the caucus led by Elizabeth Marsden, who asserted that despite discussion of issues within the caucus, each individual should be permitted to vote in faculty council according to the dictates of his or her particular conscience, irrespective of the consensus of the group.

Students' union president Dave Moulton tried to show the councillors that whereas each member of the faculty is automatically entitled to a position on faculty council, the student population is represented by but 18 people — at best — a highly undemocratic proportion — and that, as a result, while the caucus can bicker and dispute within itself, it is imperative that a united front be presented to the faculty if students are to play a strong role in decision-making in the college.

John McNee pointed out that except for parity, the caucus has been split on all key issues.

Gary O'Brien, in presenting his proposal for a consensus caucus, said that although he does not envisage a tight caucus, the caucus must have some power, power that would be gained through block voting on specific, important issues. He felt that ground rules should be established by the caucus, and that any individual who disagrees with the consensus of the group should leave the caucus (but, of course, not necessarily resign from the council).

Bruce Maltby agreed that a consensus is necessary, but pointed out the great difficulty in trying to impeach those duly-elected councillors who refused, whether for selfish or altruistic reasons, to go along with the majority opinion of the caucus; most of the other councillors seemed to agree with Deb Franklin's plan to wait until a problem arises, and then set down guidelines for behaviour.

A straw vote was finally taken on O'Brien's position and, while many of the 14 councillors present proclaimed that the caucus must "have teeth", all but 4 thought that voting according to individual prejudice in faculty council is acceptable.

Marshall Leslie moved that a permanent chairman of the caucus be elected, that a secretary be engaged, and that the Student Union be asked for a budget. Deb Franklin was elected chairperson; it was announced that arrangements had already been made for a secretary, and it was decided that a voluntary sub-committee should be established to work out the details of the budget.

The next storm arose over the election last spring of Helen Sinclair by the council to the Academic Policy and Planning Committee. Ms. Sinclair was chosen over Barry Weisleder, who had been the choice of the student caucus. The case will soon be discussed in the College Government Committee and it was decided that the caucus will submit a brief to the Committee when the issue arises. The faculty move in this case is generally felt to be a bad precedent.

As a last item of business, Gary O'Brien and Deb Franklin explained that there are now 4 openings on the gen. ed. sub-committee for non-elected members, subject to selection by the student caucus. Anyone interested in one of these positions should drop in to the students' union offices and leave their name, address, and phone number.

Waffle in fed election

OTTAWA (CUP) — The Ontario Waffle Movement for an Independent Socialist Canada will wage its first independent political effort around issues it considers are being ignored by the established political parties during the federal election campaign.

The announcement of the Waffle campaign follows the Ontario New Democratic Party's refusal in June to allow the Waffle to renain a caucus in the NDP.

Waffle spokesman John Smart said last Thursday that meetings will be held across Ontario, including a rally in Toronto on Canadian independence and another meeting in Ottawa on the second anniversary of the invocation of the War Measures Act. The campaign will feature meetings in areas where the Waffle had never tried to organize, particularly in parts of northern Ontario.

The Waffle will not run candidates in the election.

The movement claims that none of the established parties are seriously dealing with the question of Canadian independence. They say the Liberal party will continue the development of Canada's resources by foreign corporations, those corporations that export raw materials to be processed. This kind of development produces fewer permanent jobs than if the raw material was processed in Canada.

The Waffle's stated goal is to build an independent Canada based on decentralized industrial development in which the Canadian people own and control their own industries.

The Waffle will also raise the question of the status of women in Canada. They want the federal government to eliminate all discrimination against women in all jobs and provide funds to set up low cost day-care centres. The movement advocates free birth control information, devices and free abortions.

The Ontario group plans to distribute an eight-page tabloid newspaper across the province for the election. The paper will contain detailed explanations of Waffle policies. Distribution is expected to start in two weeks.



Glendon's External Affairs Commissioner, Marilyn Burnett, presents the petitions protesting the tuition hike to George Kerr, Minister of Universities and Colleges. For story, see page 2.

Réunion des francophones

par FRANCE de MAUVILLE

Sachant bien que le meilleur moyen de réunir les Québécois était de leurs offrir, gratuitement, de la bière, Sally Bowen a donc invité tous les étudiants du Québec à une beuverie, au sous-sol de Hilliard, jeudi dernier à 4.30 hres. La plupart des anciens n'étant pas présent, les nouveaux se sont chargés de boire à leur santé.

Cette réunion avait pour but d'informer les Québécois quant aux possibilités qui leurs étaient offertes sur le campus.

Le doyen des étudiants, M. Gentles, informa les Québécois de l'influence qu'ils exercent à Glendon. Il s'est même montré satisfait du che-

min que ceux-ci avaient parcouru en si peu de temps à Glendon.

Sally parla des boîtes à chansons et donna à tous et à chacun l'opportunité d'exprimer ses préférences concernant les chansonniers à inviter cette année.

Gilles de Chantal expliqua aux nouveaux venus les aspects de la politique au collège. Il s'étendit tout particulièrement sur les prochaines élections visant à nommer des représentants de chaque niveau. Gilles parla aussi du Conseil Etudiant et de ses réunions, précisant que tous y étaient bienvenus, mais qu'étant donné la chance que nous avions d'avoir des membres qui ne parlent pour

ainsi dire pas français, il serait préférable de parler plutôt bien la langue de la majorité pour y être écouté.

Le nouveau directeur au théâtre français, Jean-Pierre Eugene, était également présent et il en profita pour glisser quelques mots en ce qui a trait au théâtre français. Ses projets sont de présenter deux pièces, Le 'Victor ou les Enfants au Pouvoir' de Roger Vitrac et 'Trois Petits Tours' de Michael Tremblay. Jean-Pierre invite donc tous les intéressés à une rencontre qui se tiendra mercredi le 27 de ce mois au local 351 à 4.30.

Le caucus français était représenté par Jacques Drouin (qui, en passant, cherche des membres) qui tentera de poser des actions positives quant aux activités politico-social à Glendon.

Chacun ayant déjà ingurgité quelques bières la réunion se poursuivit sur des commentaires venant de tous côtés.

De petits groupes se sont finalement formés, et chacun, une dernière bière en main, s'est dirigé vers le groupe qui convenait le mieux à ses aspirations.

Davis at York Friday

A lively welcome is planned for Premier William Davis when he visits York this Friday. A committee formed by the Young Socialists has arranged to greet him with a demonstration against the government's cutbacks in educational spending and increases in tuition fees.

Premier Davis will visit

York to officially open the new \$6 million Administrative Studies Building.

Davis has been invited by the leaders of the demonstration to come out and speak to them. The demonstration will begin at 11:30 a.m. outside the building.

The demonstration is being called as part of the Young Socialist plans to draw attention to the injustices of the government educational policies. They have, in the past, bitterly criticized the Ontario Federation of Students for its failure to organize "mass" demonstrations against the government.

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Exit

par Arthur Roy

La condition des Canadiens-français à Glendon semble précaire lorsque l'on analyse leur facilité d'expression dans la langue anglaise. En effet, je côtoie constamment des francophones qui, à ma grande surprise, n'ont qu'une maîtrise très succincte de la langue qu'ils s'étaient proposés d'apprendre il y a deux, trois ou quatre ans. Il ne faudrait certes pas se cacher que beaucoup de francophones sont venus à Glendon afin d'apprendre la langue anglaise qui leur ouvrirait des horizons nouveaux. Cependant, quoi que leur objectif semble très valable, je me demande sincèrement s'il sera jamais atteint et ceci pour plusieurs raisons.

L'année scolaire 1972/73 vient tout juste de débuter et nous voyons déjà des cliques de francophones se former. Ils ont décidé que les Anglais sont des gens froids et qu'il vaudrait mieux conserver leur langue. Tout au long de l'année, ces cliques seront ensemble dans les classes, groupés autour d'une table de cafétéria ou dans les résidences et beaucoup d'entre eux passeront des semaines entières sans dire un mot en anglais.

Les conséquences d'un tel fait sont très malheureuses. Nous voyons ainsi des étudiants francophones sortir de leur 3^e ou 4^e année sans vraiment avoir atteint le but qu'ils s'étaient proposés des leur arrivée à Glendon: apprendre l'anglais. Ces gens retournent donc au Québec sans maîtriser la langue anglaise et sans vraiment avoir appris quoi-que ce soit de la mentalité anglaise.

Où est la faute et qui faut-il blâmer? Le collège Glendon encourage les francophones permettant d'écrire leurs examens en français lorsque le cours a été suivi en anglais. Vous allez peut-être objecter en disant que les dissertations doivent être écrites en anglais lorsque les cours sont suivis en anglais mais j'ajouterai qu'il est très facile de se trouver un anglophone pour corriger ses erreurs car l'anglophone fait la même chose de son côté lorsqu'il écrit en français; c'est donc une question d'entente et tout le monde est heureux sans cependant avoir appris grand chose.

Le collège Glendon devrait abolir le droit d'écrire en français les travaux que les francophones doivent rédiger pour répondre aux exigences de tout cours appris en anglais aux niveaux de la 3^e ou 4^e année. Après tout, l'étudiant francophone a tout de même déjà passé un an ou deux à Toronto et il devrait commencer à maîtriser la langue anglaise autant soit peu.

Le collège rejettera peut-être une telle proposition en déclarant que le collège perdrait son climat de bilinguisme mais j'ajouterai que, sans une telle mesure, la maîtrise de la langue anglaise est presque impossible car le francophone peut passer tous ses cours sans parler anglais. Devant une telle situation, comment peut-il devenir bilingue? Pour plusieurs francophones la théorie bilingue telle qu'appliquée à Glendon n'apporte que des résultats très médiocres en pratique.

Les francophones sont aussi à blâmer. Ils ne sont pas réellement conscients de l'utilité de la langue anglaise et ils préfèrent se "conter des peurs" en se disant qu'ils parlent anglais couramment. En effet, combien de francophones ont des amis anglais à l'extérieur du campus? Combien de sorties en dehors du campus se font dans le but de côtoyer les Anglais de Toronto et afin d'être face à face avec les difficultés d'un langage qui se doit de changer en face de situations différentes.

Il est certain que la vie sur le campus favorise les cliques francophones mais je suis convaincu que les francophones pourraient se forcer à apprendre l'anglais dans une plus grande mesure. Les petites cliques peuvent exister au niveau secondaire mais au niveau universitaire, il faut tenter de s'en défaire afin d'entrer en contact avec le plus de gens possible et ainsi avoir une expérience universitaire plus enrichissante au point de vue social et linguistique.

Aiors, Glendon devra certainement établir de plus haut standards s'il désire voir naître le bilinguisme d'une manière véritable. Le francophone, de son côté, devra sortir de sa coquille afin d'aller vers l'inconnu, un inconnu qui pourrait être une expérience magnifique.

En ce qui concerne les anglophones apprenant le français, ce sera certes l'objet d'un de mes prochains articles. La semaine prochaine, mon confrère Chris Dougall parlera de Team Canada et de la manière dont Team Canada s'y est pris pour défaire les Russes 8 parties sur 8.

York forum: Crisis in education

by ALLAN GROVER

If for some inexplicable reason you failed to attend the "Crisis in Post-secondary Education" forum at the main campus last Thursday afternoon, rest assured that you didn't miss much.

In the first place, the format was all wrong. Inviting George Kerr, provincial Minister of Colleges and Universities, to relate his ideas and assessments of the situation is in itself a very good idea. Why then overburden the audience with five additional speakers? A dialogue, real discussion, is possible only when ideas are exchanged, opinions rebutted, philosophies challenged. And six prepared speeches can scarcely be classified as dialogue.

Then again, Kerr had essentially nothing to say, although he did imply that all this talk about "crisis" was nonsense. The man is nothing more and nothing less than a bureaucrat (to refer to him as a "technocrat" would imply more credit than the man deserves). Unfortunately, he is not even a good bureaucrat. In the middle of his prepared text he mentioned, with the pride of discovery, that the average student loan under the Ontario Student Awards Programme was up \$115 this year, yet when questioned, was incapable of even estimating what the average loan actually was.

But I'm getting carried away. What did Kerr have to say? First of all, he wanted to dispel the myth that the government was cutting back its support to education. He noted that direct support by the province for education had once again been increased this year, and that this support now accounts for over \$2 billion of the province's \$5 billion budget. Considering that the major bulk of this sum is made up of expenditures in primary and secondary education, the figures hardly seemed relevant to a discussion of post-secondary crisis, but Kerr quickly went on to state that the rationale for tuition increases this year was that the government feels that students should be assuming a "slightly" higher share of the costs of their education. Placing these costs at somewhere between \$2,500 and \$10,000 per student, he concluded that the province was asking students to pay only one dollar for every six dollars contributed by the taxpayer. The figures quoted are, if nothing else, nice and round; Kerr neglected to mention that they include both total operating and capital costs, of which the latter will decline as the building boom which accompanied the rapid increases in post-secondary enrollment in the last decade falls off. Both the need, and, if the government has its way, the demand for ever more facilities can only be regarded as a temporary phenomenon.

Kerr secondly attacked the "myth" that the tuition increases "would defer students from lower income families from their goal of post-secondary education," explaining that so far this year



George Kerr 'had nothing to say' at last Thursday's forum.

62,000 applications for assistance had been accepted (what percentage of these were in fact from lower income students he did not say). Kerr's figures were impressive, yet it is hard to ignore the fact that extensive documentation has shown that the ratio of students from lower income families attending university is substantially lower than the proportion of these families in the population as a whole.

Kerr concluded his remarks by calling for student leaders to act in a factual and responsible manner. He added, in a spirit more in tune with the 1950's than with 1972, that full time student leaders "sensationalize" the issues in order to "justify their roles and maintain their power bases." It was a remark liberally greeted with the cat-

calls it so richly deserved.

It was President of York, David Slater, who eventually put the crisis in some perspective. He noted that while the government had increased its contributions to the university this year, that increase had fallen well short of covering even the cost of living increases of the University. The government's announced increases for next year will also fall some 5% below anticipated rises in costs. How long the university can continue to cut back expenses in order to meet this deficiency without having to place a limit on the number of students it can accept (and in the process destroy once and for all the myth of universal accessibility) is a question that must be answered in the very near future.

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PRO TEM

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F.C. caucus must reverse position

We could not, nor would we wish, to dispute the individuality of the 18 students who represent us on faculty council. No set approach can ever be applied to all the questions that come before that body, nor would anyone wish to see our councillors become dogmatized in their thinking. Thus, ultimately, each vote cast in the council chambers must be a vote of conscience.

Yet there are certain issues on which we would have hoped all students agree. One of these is that in order to make university a truly worthwhile experience, an experience in which the student has full opportunity to pursue and express his interests and aspirations, we must have the opportunity to participate fully and equally with the faculty in making those decisions which affect our day to day academic lives.

This opportunity has not yet been afforded us. Faculty council, the supreme decision-making body on this campus, is composed of all members of the faculty (some 120 or so

and a small delegation of 18 students. As a result, no matter how badly the faculty may be split on a given issue, it is extremely unlikely, even given that they voted as a block, that the student members of the council could affect the outcome of the "democratic" process (although a notable exception has been recorded in the council's 63 to 50 vote decision last spring to allow parity on all its committees.)

It would seem clear then that the process of democratization of this college is not yet complete, and will not be complete until parity has been established on the council as a whole. It is meaningless to discuss student participation when that participation has no effective democratic avenue of expression.

It was for this reason that Gary O'Brien proposed last Thursday that the student caucus of faculty council work out some agreement whereby a consensus of opinion on key questions before the council would bind all councillors to abide by that decision.

He assumed, it seems incorrectly, that on the conscience of all our representatives was the desire to see students given a strong and effective voice when facing a faculty in the main satisfied with the status quo.

It would be naive to assume that all students agree completely about the rules and regulations which affect them. Perhaps as many are more concerned that the academic standards of the college remain high in the presently accepted definition of the term, as would hope that these conventional standards be modified in lieu of a more flexible and experimental approach to their education.

Issues such as this must be debated fully, but surely it is the kind of question in which the students of Glendon have as much at stake as the faculty. But then interest is one thing, power, perhaps even influence another altogether.

Only by gathering together as a cohesive and legitimate body can the students on faculty council hope to attract the interest and participation

of the student body as a whole in the questions which affect their lives at this college. The majority, however, seem content to simply sit back and make decisions on their own, irrespective of the opinions of the students as a whole, which they refuse to attempt to discern, or those of their peers on the council, which they at times have refused to acknowledge.

Mr. O'Brien's proposal should have been viewed as a constructive step on the road to a full participation by the student body in the decision making process of the college. As long as our influence can be subverted in the chambers of faculty council, students as a whole need not, and will not, believe that they are full and equal members of a community of scholars. We can only suggest that all 18 students on faculty council reconsider their position, and if they find that they are beginning to enjoy the prestige that accompanies membership in a small student élite, that they resign.

letters

Glendon a bilingual success

To the editor of PRO TEM:

In reference to Chris Dougall's comment (PRO TEM, Sept. 20), I cannot help but feel a pang of frustration at the statement "Glendon College is wrong in its approach to the teaching of bilingualism and unsuccessful in its attempts to foster a spirit of French-English friendship and co-operation."

Mr. Dougall offers no alternatives to Glendon's "wrong" approach to the teaching of bilingualism; as a matter of fact, he does not even list the actual shortcomings of the programme (if indeed there are any), that do exist. Yet he assumes there are "antagonistic feelings" and "subtle masked misunderstandings" between Glendon anglophones and francophones of which he once again gives no concrete evidence. I ima-

gine some type of differences between francophones and anglophones are recognized by each other, but are there not always "antagonistic feelings" between any groups or individuals that think and react differently to life? I am certain these feelings exist between students and faculty, jocks and intellectuals, socialists and capitalists. Yet to use this as justification for labelling one of the most extensive bilingual programmes in any college in Canada as incompetent in its teaching strikes me as a severe case of naivete.

Glendon College does not and never has proclaimed itself to be the end result of all of Canada's "two-culture" problems; however, I do feel that it must certainly rank as a forerunner in the realization of anglophones and francophones that co-operation is the only answer to the question of Canada's unity. Our curriculum even carries this further with its analysis of the myriad of possible solutions to reconciliation between Canada's two cultures.

When do you expect the answers as to whether Glendon is a success or not to become evident, Chris? On graduation day when all Glendon francophones and anglophones march out of here for the last time, arm in arm, chanting "Nous comprenons/We understand!"? I hardly think so. The answer as to whether Glendon will be a success does not lie in the fact that we must all "admit our differences to one another" and it does not lie in "getting off our butts and making a genuine effort," damn it -- we know these exist. We must go out amongst fellow Canadians, both anglophone and francophone alike, and propagate belief that we, as Glendon students, realize

the two cultural differences and are willing to offer guidance to those who don't, because we should believe Canada is worth something to fight for, and only a united Canada at that.

Sincerely,
Greg Cockburn

OFS's losing strategy

To the editor of PRO TEM:

I'd like to correct, clarify and comment upon some of the points raised by Dave Moulton in his interview in PRO TEM last week.

First of all, in relation to building the campaign to oppose the Ontario government's tuition fee increases, Moulton's charge that I "dismiss the idea of the study sessions" across Ontario" is completely unfounded and untrue. I think that it is undeniable that the study sessions, the educational programmes, have to play an essential role in the opening stages of the campaign. Clearly they act as a basis for anything that is to follow. What I argued was that the Ontario Federation of Students (OFS) strategy, which limits us to educational, petitions, letter-writing and a divisive referendum, with a possible single demonstration in January, is an inadequate strategy. It is a losing strategy, mainly because it fails to transmit the provincial scope of the struggle to local students

through focal mass action, the potential for which was clear last spring in the actions against the Wright Report.

While the state apparatus, in the service of the corporations, which increasingly have been unable to provide the promised jobs for intellectually trained labour, continues its economic assault on students in order to "rationalize" education, OFS is geared to a low level campaign, parliamentary in character, with no significant demands (calling for mere deferral, not withdrawal of the hikes), and united with reactionary administrations in the institution that keeps its majority powerless, that discriminates against women, native peoples, and the poor, that mythologizes the real history of the working class, and that extends blood-money grants for military research to perfect imperialist war? Only the student bureaucrats in the OFS leadership know the answer to that question, as they protect their lofty positions by keeping the masses of students politically passive.

Moulton claims that he's "not against militancy", but that he is against "isolated militancy". Well, so am I, and that's precisely why I favour a mass action strategy, one that can bring students out of the isolation and passivity that university life and the broader social alienation generated by capitalism perpetuate. Only a series of well organized demonstrations focussing on Queen's Park can have the incremental effect that OFS is supposed to be after, and that can culminate in the province wide shutdowns that Moulton advocates but fails to promote seriously. In an age of deficit financing, the latter tactic is really the only one

that can move the government, which is most worried about students becoming politicized as a result of the kind of mass action in the streets that characterized the 1960's.

Moulton doesn't understand that it is precisely because students are so-called 'privileged', that is, have access to knowledge, leisure time, academic skills, etc. and yet remain a powerless, congested, futureless mass in capitalist society, that they have become such a highly critical and volatile force in societies around the world. Even under the most repressive conditions, we've seen students take the lead around working class demands; for example the engineers in Mexico in 1968, medical students in Spain '71, and white liberal arts students fighting apartheid in South Africa this year. Students uniting with young workers in France '68 and Italy '69 came close to making social revolutions, startling the world. Now in Quebec students play a big role in the broad activity around social and national demands. More students are coming to see that they have no future under capitalism, and are on the move, even if Mr. Moulton isn't.

Access to, and control of the university are class questions. Mass mobilization is the only effective tool to take power away from the profiteers and involve the majority. If OFS, and Mr. Moulton want to change society, then it's time they gave serious consideration to that alternative strategy. Arrogant cynicism only serves apathy, it doesn't transform it. Now the need is for determined, clear-sighted leadership around a mass action orientation.

Sincerely,
Barry Weisleder

French at Glendon: need for a new approach

by DAVID MOULTON

Glendon College was founded in 1966 with the specific goal of developing and maintaining "a definite orientation". This goal of distinction in relation to all other post-secondary institutions in Ontario was to be accomplished in three ways. Glendon was to become a 'national college' drawing students from all across Canada, and thus debate and involvement in the public affairs of this country would become a driving force within the community. As a small liberal arts college dedicated to creating "a community of scholars", Glendon would be "experimenting with various methods of exchanging information and views." This initial belief in the need for experimentation in teaching methods and academic evaluation led to the formation and subsequent report of the Tucker committee (officially titled the 'Committee on Undergraduate Instruction'). And finally there was a recognition of the need to enhance the understanding between the two founding peoples of Canada. The original compulsory stipulation that each Glendon student take two years of both French and English (no matter what his or her tongue) was established in the belief "That a fair mastery of the two national languages of Canada is essential for any intelligent and properly balanced interest in and involvement with, Canadian public affairs.

Historically, it is necessary to look back and see what has happened to the three things Glendon tried to create in order to make it a 'marketable' alternative in the university marketplace.

The national college and interest in public affairs concept was strongly pushed by the first principal of Glendon, Escott Reid. In fact, in the 1969-70 Calendar in his statement 'The Nature of Glendon College' Reid spent roughly a page and a half explaining this aspect of the Glendon ethos. On the other hand he only used one sentence to describe the 'bilingual' aspect — "Students who enter Glendon College should be prepared to work hard during their first two years at the College in learning to understand and speak French as well as to read it." We have had some success with applicants coming from all parts of Canada, but so has every other university. Indeed, compared to some of the Maritime campuses, Glendon's provincial-non provincial ratio is considerably low. Thus it could be said that Glendon as a 'national college' is national only so far as every other Canadian university is 'national'. And even then we aren't the best.

In the past at least Glendon has distinguished itself with some very notable accomplishments in the area of public affairs. Successive yearly forums — 'Quebec: Year Eight' (1967), 'The Canadians' (1968), 'The Year of the Baccarade' (1969) and the 'City Forum: The Urban Struggle' (1970) — were tremendous op-

portunities to learn and debate some of the particularly deep-rooted problems that face Canada and its people. But for the past two years (1971 and 1972) no event of such a magnitude has been presented. In 1968, when the Students' Union presented the 'University for People' Manifesto, general meetings with attendance of upwards of 300 people debated the problems that students faced and are still facing within the university.

This year when a general meeting is called to discuss the financial crisis facing post-secondary education and the students that are going to be directly affected by that crisis, perhaps fifty people attend. Topic seminars held in Orientation '69 for example were attended by (in each case) at least twenty if not more students. This year we had a top attendance of 6 people for the series of seminars we scheduled.

We have always had students interested in community affairs and now there is the course in Humanities entitled 'Community Action'. Unfortunately, the interest in this credit course does not appear as good as when students volunteered to work, for example, in Regent Park.

Certain people — especially faculty — are going to argue that it's the students' fault because they show little or no interest in Canadian public affairs. Historically, however, what has the faculty done to encourage student participation and direction in the issues that concern all of us. They failed to democratize this college when students still believed they had a fighting chance to create such a change. Instead the faculty and administration co-opted students by giving us token representation on decision-making bodies within the university (i.e. 18 students out of approximately a 130 member faculty council at Glendon). York hasn't however been as liberal as other institutions, because students still don't have their token member or two on the Board of Governors. When students attempted to organize course unions in 1969 either through open hostility, bureaucratic obstruction or just by ignoring the whole thing, the faculty were able to cripple those attempts to democratize at the department level.

Glendon College made a political decision to support federalism and the 'One Canada' concept when it adopted the principles of 'bilingualism and biculturalism' and the 'national college'. That was a political decision because it subverted discussion of the right of the Québécois people to self-determination. However, when it came to a motherhood issue like Viet Nam this College — i.e. mainly the faculty — refused to take a political stand because 'the university should not involve itself in political issues — it could lose its autonomy and objectivity.' That's the kind of example we, the students, have received from our learned Superiors, and yet they blame us for losing interest in public affairs.

This intransigent stance on the part of the faculty and administration to real change in the role and structures and political orientation of the university can be demonstrated again when we examine the aim of 'educational experimentation' at Glendon and what has happened to that. The college decided to experiment in providing a broad introduction to liberal arts education, so they made it compulsory that you take four different general education courses (now you only have to take three of the four — Natural Science, Humanities, Social Science, or Modes of Reasoning). Glendon wanted everyone to be bilingual so they made it compulsory that each of us take two years of French and English (now you only have to take your non-mother tongue if you are in the bilingual stream). Of course, Dean Harris in 1969 called these compulsory courses part of the 'freedom to experiment'. That's fine — students know they need to be compelled to experiment.

However, more important to Glendon was the fate of the 'Tucker Report'. Before Al Tucker became principal of Glendon in 1970, he chaired a committee established in January 1968 that was to investigate undergraduate instruction at the college. In February 1969 it reported with a series of recommendations that would have established Glendon as the 'educational experimentation centre' in Canada. They proposed a second Orientation Week as a means (for students) of examining their goals and purposes in coming to Glendon and a new academic year that provided for three to four reading weeks (as opposed to the two planned this year.) A proposal for a pass/fail system was introduced for it "may well be a means to introduce a more satisfactory process of learning among five courses"; they recommended that a small number of students be allowed to take an ungraded degree, and a further recommendation was brought forward to allow 'senior scholars' (third and fourth year students) to aid in teaching seminars. Some of the minor and less 'disturbing' recommendations of this report were implemented, but of course the major proposals — the ones that would have begun to make Glendon an educational challenge and would have created a far more invigorating intellectual climate — were shelved. Thus the concept of Glendon, the experimental college, died a slow death in the same manner as the national college-public affairs concept fell out of favour.

However, the disasters that befell the first two parts of the Glendon ethos did not befall the third. In fact, over the years as the other two declined, the third rose in stature and it now dominates the scene. In the 1969-70 Glendon Calendar both Principal Reid and Dean Harris spent only a sentence each on the language programme. It should be of further interest in that same calendar the terms 'bilingualism' and

'biculturalism' were not used. But Glendon had to establish its uniqueness and what better slogan to pick up than a 'bi-bi small liberal arts college'. Trudeau had won the 1968 election with his main emphasis being the need for Canada to develop 'bilingualism and biculturalism' as the only real means of keeping the country together. That, along with the previous establishment of the 'Bi and Bi' Royal Commission, made money available to anyone or any institution raising the flag. With the fervour of 'bi and bi' Glendon stood to recruit more students (except for 1971-72 Glendon has had recruiting problems) and at the same time pick up a few bucks.

First of all it should be pointed out that I would be crazy to argue against bilingualism or biculturalism per se. No one can deny the benefits gained by a person who develops and maintains a facility for a second language and experiences two or more cultures. The basic problem that has arisen at Glendon is the assumption that in order to develop bilingualism and biculturalism it is necessary to have compulsory language programmes. This is an assumption which has been proved wrong. The number of bilingual anglophones that graduate from this college opposed to the number that are not bilingual is very small.

Why has this been the case? I would simply argue that the French language programmes as presently set up and as taught in the past have been insufficient in providing the impetus necessary to anglophones to become bilingual. The negative affects of high school French courses are quickly reinforced when a student, who by reading the calendar assumes a far different approach is used here, quickly discovers how similar the courses at Glendon are to his or her mediocre experience in secondary school. I have yet to hear one person who has taken the French language programme compliment it in any serious manner. That fact alone should stand out as a strong indication as to why the programme is inadequate, and why this college is having such a difficult time becoming 'bilingual'.

The following are some constructive suggestions I have made before to improve this deficiency and it is from this point I hope we can seriously change the present situation. First of all I think that in order to give people the basic tools and confidence to talk in français, emersion courses must be established. For two week periods throughout the year a group of students and faculty would retreat into a completely French atmosphere. The school year could certainly be adjusted and so could each students' workload, to compensate for this time. Once this is done the 'classroom approach' should be changed from an hour a day to two half day periods when people sit down in a common room and carry out whatever conversations they want to in French. These periods



would allow for trips such as the bi-bi bus tour during Orientation Week all over the city. Thus the language can be related to day to day experiences and not to a textbook in a sterile classroom. Once the person is confident of his speaking and comprehension, then the work in formal grammar and writing can begin.

We all have to learn to speak our mother tongue before we ever write it, so why hasn't that lesson been applied to the language programmes here. Develop creative writing (short stories, plays, poetry) and have people let things out. Don't force people to go to language labs, but use them as a place where they can keep up the facility they learned during the emersion course. There is no way this approach can guarantee full bilingualism, but it certainly would lead to some good improvements.

If Glendon could produce a vibrant, exciting French language programme then we could talk about eliminating the unilingual stream. Some people came here for the other two parts of the Glendon ethos and may not necessarily put such importance on the 'bilingualism' aspect. However, if they arrived and found the language programme to be one that creatively teaches people to become bilingual then very few would turn down the opportunity. The original fight to eliminate compulsory French came not because people like myself were opposed to bilingualism, but rather because of the content and methods of the language programme were completely alienating and non-productive. Time could be better spent doing other things than forcing yourself to a class you didn't enjoy and weren't getting anything out of in order to get a passing grade.

So the argument is simple. Glendon College should stop legislating the need for compulsory French in order to develop bilingualism, because we know it doesn't work. What we should be doing is developing creative language teaching programmes that will capture the imagination of the student. Education is not something that can be instilled through compulsion or legislation. Rather it is a process that must stimulate both the educator and the educated and provide in the end a tangible accomplishment for both.

The Dietrich films: a study of early feminism

by PAUL WEINBERG

A fascinating series of Marlene Dietrich films are presently being shown at the Revue Cinema. When one mentions the name "Marlene Dietrich" to any member of the blue denim generation of the 1970's, the mental image may be conjured up of some dreary and sleepy black-caped lady who sang in a droopy monotone for American troops in the last war — the last one that was respectable in American movies. However, as the film series at the Revue Cinema fully demonstrates, this image is simplistic.

After fleeing from a Hitler-ridden Germany in 1930, Dietrich became in Hollywood the leading actress for director Josef von Sternberg, who created a strange mystique to surround her filmic personality. He fashioned her theoretically wholesome beauty into eerie synonyms for death, mystery and perversion. She was draped in the cold stark black clothing which enveloped her body in many of her film roles. In many of her pictures, Dietrich's voice is soft, sedate, but almost cynical and unemotional. She carries in some of her roles, an air of death-like indifference to the world around her; in 'Shanghai Express' she sighs, "Time and life have no value."

Seeing her smile is a rare event indeed. The emphasis in these films on dark and light shadows accentuates an atmosphere of death.

This sense of "creating Marlene Dietrich" is captured in a quote from her director, von Sternberg in 'Cahiers du Cinema': "Remember that Marlene is not Marlene. I am Marlene; she knows that better than anyone." When I'm describing Dietrich, I'm describing her as a film character created by von Sternberg, a character personification of von Sternberg's imagination.

In good films like 'Morocco' and 'Shanghai Express', Dietrich never comes across as some sweet virginal German handmaiden who sings with ompah pah bands after a supper of wienerschnitzel and whose sole vocabulary consists of ya or nien (depending on the occasion, of course). On the contrary, Dietrich appears cool, calm, and intelligent. As a feminist forerunner, she comes across on screen as a woman who asserts herself in her own right as a human being in a sexist world dominated by men. Until recently, acting has been one of the few fields of endeavour in which women like Dietrich, Bette Davis, and Greta Garbo have succeeded in holding out on their own, based on their talents and abilities, without being shut out or discriminated against. Von Sternberg in his films went beyond this; he tried to destroy the stereotypical sex roles by portraying his characters, such as Dietrich, as bisexual.

In 'Morocco', it is Dietrich

who makes love to Gary Cooper not the other way around. Gary Cooper actually plays the feminine role in the film, as he serves as the passive female receptacle for Dietrich's masculine advances retreats. Cooper, that tremendous American symbol of masculinity, falls in love with Dietrich while she is draped in the male trappings of top hat and suit. He grows a little bored when she dons a black dress he has fallen in love

with. After she surprisingly meets her old lover on the train she reacts unemotionally, although she has not seen him in 5 years. The doctor almost passionately greets her: "Nice to see you again." She responds apologetically: "Oh, I don't know." Well, she does love him, as we find out through the progress of the film; she simply lacks the ability to express it. In this film, the men seem more passionate and emotional than Dietrich. Chiang wants to burn out Clive Brook's eyes after being hit on the jaw. The British doctor sulks. But throughout it all Dietrich stands around and just hums and haws.



only with her "male side."

In a poke at the stereotype sex roles, Cooper takes on the stance of the desirable female — the one who does not talk too much but who just sits quietly shimmering in her beauty. In 'Morocco', Cooper plays the role of a passively beautiful woman — but he does it in the body of a man. On the other hand Dietrich plays the part of a man in the body of a woman.

Von Sternberg is poking fun at the concept of the desirable female as non-talkative and unintelligent. Male society's description for this type of woman is "mouthy". Throughout the film, Cooper comes across as a sub-normal vegetable who says very little except "yep". But while Cooper just mopes around, Dietrich is the character, in her male role who moves and acts from scene to scene. At the end of the picture, while he follows the foreign legion caravan passively into the desert, it is Dietrich who gallops on her feet through the sands, shouting and pleading frantically after her lover.

Gary Cooper, America's super phallus of the 1930's,

the audience where a lovely lady is seated, stares her straight in the eye, and then kisses her passionately on the lips. It seems obvious that von Sternberg deliberately put this isolated incident in the film in order to demonstrate her bisexual nature. She never speaks to nor confronts this woman again.

In 'Shanghai Express' this bisexual aspect is also present, albeit more subtly. The villain, Chiang, the evil rebel leader, finds himself increasingly attracted to her because of her toughness and tenacity, as well as her incredible beauty. Her true lover, a British military doctor played by Clive Brook, while neither as stupid nor as passive as Gary Cooper, also plays a "feminine" stance by sulking in his room all the time, when he thinks she has betrayed him. However, unlike Cooper, Brook does in one sequence show his ability to stand up on his own too feet when the rebel leader makes a lunge for Dietrich's torso.

Dietrich's cool unemotional demeanour is fully illustrated in 'Shanghai Express'.

After she surprisingly meets her old lover on the train she reacts unemotionally, although she has not seen him in 5 years. The doctor almost passionately greets her: "Nice to see you again." She responds apologetically: "Oh, I don't know." Well, she does love him, as we find out through the progress of the film; she simply lacks the ability to express it. In this film, the men seem more passionate and emotional than Dietrich. Chiang wants to burn out Clive Brook's eyes after being hit on the jaw. The British doctor sulks. But throughout it all Dietrich stands around and just hums and haws.

Throughout this film, Dietrich's coolness almost reverts to deadpan humour. After Chiang stops the Shanghai Express, he menacingly interrogates each passenger. In an ominous tone, Chiang (with a Snidely Whiplash moustache to boot) demands of a cool and impatient Dietrich, who is dressed in her regular garb of a long black dress: "Why are you going to Shanghai?" She answers nonchalantly: "Oh hmmm, to buy a new hat." Chiang seems so intimidated by this response that he does not dare question her further.

(The man who acts as the evil rebel leader is none other than Warner Oland, who in later films played Charlie Chan. In fact, in 'Shanghai Express' he also resembles Charlie Chan. We, however, never receive a glimpse of the number one son. Anyway, the image of the evil rebel leader resembling Charlie Chan can be quite mind-boggling.)

'Scarlet Empress', last week's release at the Revue Cinema is, I think, the best that I have seen of von Sternberg's Dietrich pictures. The whole film shows Dietrich's metamorphosis from the sweet, the innocent and the naive to the hard, the cunning and the experienced. What von Sternberg attempted to do was to further his feminist interpretations by portraying Dietrich as a woman who successfully gains power in an impossible situation by using her wits. The movie describes the rise of Catherine the Great of Russia, a woman who successfully manipulated power in order to facilitate her rise to become one of the most powerful women to have ever ruled.

Dietrich begins as Sophia Fredrica, a lowly German princess who is shipped off to far-off Russia — a country she has never seen — to become the wife of the Grand Duke (played by Sam Jaffe) who turns out to be a lunatic. Her job is to provide a son for the Grand Duke, a son who can become the heir to the throne. The throne is temporarily held by his crazed paranoid sister, who rules Russia with an iron hand. The crazed female ruler is constantly berating Sophia to hurry up and sleep with the Grand Duke so that Russia can have a male heir to the throne as soon as possible. Sophia however is repulsed by the Grand Duke, who spends most of his time playing with his toy soldiers or drilling holes through the inside wall of the Kremlin. (Who wants to sleep with Sam Jaffe anyway?)

The lunatic Grand Duke is caught, and is caustically scolded by his sister for drilling through a painting of a queen on the wall. The obviously uterine symbolism behind this drilling demonstrates the Grand Duke's growing frustrated horniness at having a wife who refuses his attentions. Meanwhile she falls in love with a stiff-looking count whose sole activity during wars appears to be flirting with the women in the place, thus we again see a feminine role for a male in one of von Sternberg's films.

The crazed sister soon dies and her insane brother takes over the Kremlin from which he institutes a policy of terror and massacre under the name of Peter III. Peter plots the death of his wife (who has been renamed Catherine). Catherine, however, successfully gains the allegiance of the army through her lover the Count, and takes over Russia through a coup d'état.

Von Sternberg was ahead of his time as a director in his camera work, his film technique, his development of character, and his themes of feminism and bisexuality — themes that were risqué in the sexually repressed 1930's. That is why his Dietrich films are not out of date in 1972: it is relevant today to people caught up in the politics of sexuality and emotions. Be sure and catch this week's feature, 'The Devil is a Woman'.



Marlene Dietrich in THE BLUE ANGEL

Certificat de Compétence bilingue Examens d'automne Certificate of Bilingual Competence Fall Examinations

Applications to take the fall examinations for the Certificate of Bilingual competence should reach the secretary, Bilingual Examinations Board, Room C102, York Hall by Monday, 2nd October 1972.

Application forms and further information are available in that office.

Glendon College

Les demandes pour passer les examens d'automne du Certificat de Compétence Bilingue devraient parvenir au secrétaire du Jury d'Attestation de Bilinguisme, salle C102, York Hall, le lundi 2 octobre 1972 au plus tard.

Pour avoir une formule de demande et de plus amples renseignements, adressez-vous au même bureau.

Collège universitaire Glendon



Very important staff meeting

today at 3 p.m.



on campus

Thursday, September 28

There will be a meeting at 7:30 pm in the Junior Common Room for all students who are interested in setting up a Glendon Chess Club. Those who cannot attend the meeting should contact Jean-R. Larroche at 488-1428.

Friday, September 29

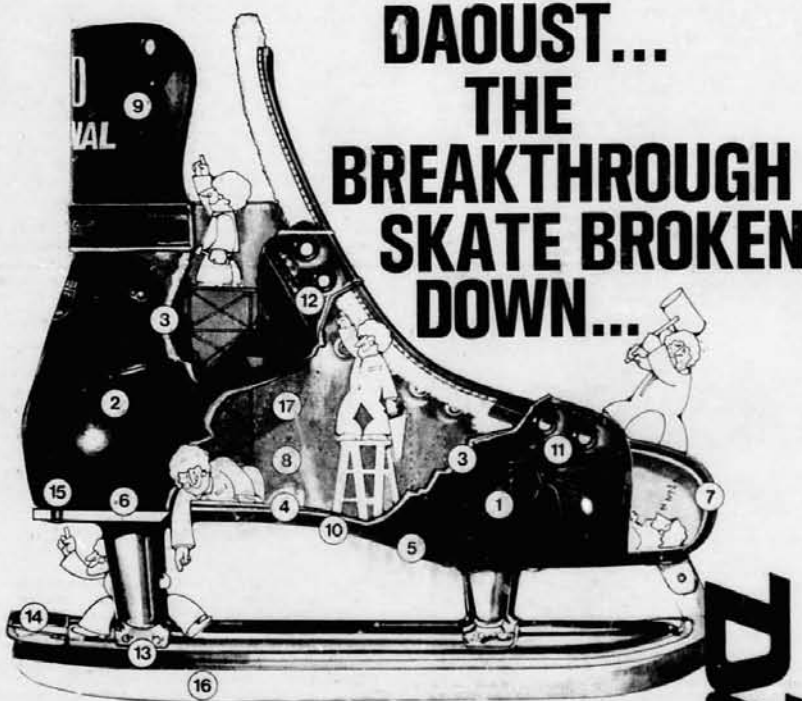
There will be chansonniers (performers still to be announced) at 8:30 in the Pipe Room. The room will be licenced.

Saturday, September 30

There will be a beer and Jam session in the Café de la Terrasse at 8:30 tonight. If you play an instrument, any type of instrument, bring it along. Licenced.

Sunday, October 1

'Who's Afraid of Virginia Woolf' is being shown as the second in the series of films offered by the Glendon Film Society at 8:00 pm in Rm 204. Memberships are available at the door.



DAOUST... THE BREAKTHROUGH SKATE BROKEN DOWN...

DAOUST

This is Daoust's National 300 — without the kangaroo leather casing. Constructed of top quality materials — tested for strength and durability — this boot gives you the comfortable fit Daoust is famous for. When you ask for the National 300, you're asking for the best — a skate you can depend on... year after year.

Daoust distinction

With over 75 years of experience, Daoust has created an impressive line of skates — including the superb National 100 and the rugged Junior Pro... the skate for the future superstar.

The Daoust line also includes ladies skates. Of solid construction and elegant look, this model — the Ice Ballet — is a Daoust top seller.

Famous features of the National 300:

1. Genuine kangaroo leather.
2. Snug heel fit pattern.
3. Full ballistic nylon mesh interlining for maximum foot protection.
4. Fully lined with English kip leather.
5. Leather outsole reinforced at shank with special pegs for extra strength.
6. Pro style leather sole with heel lift.
7. Rigid box toe — guaranteed.
8. Long moisture-resistant counters.
9. Tough resistant tendon guard.

10. Steel shank.
11. Reinforced telescopic eyelets.
12. Soft pliable inner lining.
13. Tempered steel cups, tube and blade.
14. Unbreakable tempered steel safety guard.
15. Steel and two anti-rust copper rivets at heel secure boot to blade.
16. Rockwell Test blade reading of 58-60.
17. Shoe treated with Sanitized* process.

The official skate of the National Hockey League Players Association.



Off-Yonge theatres



Frank Moore, Sean Sullivan, Lyn Griggin and Mel Tuck are featured in *Leaving Home*, at the Tarragon Theatre, one of Toronto's alternative theatres.

by RICK LEY

Over the past few years, the so-called "alternative" theatre has emerged as an influential and integral part of the entertainment scene in Toronto. These renaissance, or if you wish, underground theatres all have several things in common: first, they were born out of dissatisfaction with existing forms, and second, they all wish to explore new art techniques and forms that have never been attempted.

The greatest hurdle that stands in their way seems to have been cleared. Many of the off-Yonge theatres have become acclaimed for their previous efforts and most therefore have established themselves despite the fact

that they operate on limited funds. Survival thus becomes a matter of hanging on in spite of endless commercial pressures.

One such theatre, the most recently formed playhouse, is Toronto Free Theatre which was established in the old gasworks at 24 Berkeley Street. Here, three men who have both directed plays and written them in other areas have gathered around them a small company of interesting performers in an effort to create a special relationship between actor, director and playwright in a communal, family-like sense. The audience pays nothing; Toronto Free Theatre is true to its name.

It's no secret that some of the other established theatres in Toronto have at times voi-

ced their displeasure at this idea of cost-free entertainment, for one cannot understand this defensive attitude. At times, it is even possible to see ahead to the day when this notion will become universal in Toronto.

Still, Toronto Free Theatre and the other off-Yonge theatres remain in a precarious and somewhat dangerous position. The government has in the past supported these companies to a degree, but they remain under strict control.

Without a doubt the worst time for theatre in Toronto is in the summer, when there are so many other attractions. But the concept of a free theatre has managed to attract enormous numbers.

Four of these alternative theatres launched into the au-

turn season last Thursday with new productions. 'The End', a play written by John Palmer, opened to a packed house at the Free Theatre, and will run until October 1st, Tuesdays through Sundays at 8:30 p.m. Extensively rewritten, Palmer's play recalls a clutch of oddballs engaged in a talkathon in a downtown Toronto flat.

Theatre Passe Muraille, located in a converted storage room at 7 Trinity Square, also opened its fall season with 'The Farm Show', an electrifying performance about the farm experience and its effect on city people.

Also on the 21st, the Factory Theatre Lab opened with five brief plays by British Columbian playwright Lawrence Russell under a group title, 'Foul Play.' The Factory is located at 374 Dupont near Brunswick Avenue. If you do arrive at 374 Dupont and you see only a sign outside saying "Garage," don't be alarmed; you are there — upstairs, that is.

Finally, Toronto's only French-language theatre, Le Theatre du P'tit Bonheur, opened a new season with two one act plays, 'Solange' and 'Goglu', by Quebec writer Jean Barbeau. Located at 95 Danforth Avenue, this theatre offers one of the more attractive as well as comfortable settings for a downtown playhouse.

I have not mentioned in the above The Global Village, Tarragon Theatre or The Toronto Workshop Theatre. Each is currently devising permanent fall schedules.

As you can see, there is plenty to see in Toronto if you are into live theatre. But even if you aren't, try and see at least one production. They're relatively expense-free, especially compared to films currently in Toronto and offer an experience well worth a weekend evening.

Dean's party

This reporter was privileged to attend a most entertaining soiree at the dean's residence last Saturday night. The first bit of entertainment was the charming formal pink invitation card which requested my presence at an informal "get-together."

Approximately fifty guests were invited to this pleasant evening. Dress was "comme il faut" and ranged from long dresses to blue jeans.

Mrs. Gentles was charming in her long heavy blue cotton robe liberally decorated with white embroidery. Dean Gentles matched his wife's colour scheme in a dapper outfit of white pin-striped pants and blue shirt.

The dean's outfit was excelled only by that of guest, Mr. Moe Jansons, who wore an exquisite, delicately-flowered shirt.

Representing the other pole of fashion was Mr. David Moulton, president of the Glendon students' union, who wore blue jeans gaily decorated with various rips and patches and a blue shirt. He informed some of the guests most learnedly, on the various ways of occupying chairs — sitting on them, squatting on them and kneeling on them. He further demonstrated the boarding-house reach and the art of drinking beer from the bottle.

Other guests of note were Mr. and Mrs. Gold, who proved to be excellent conversationalists on virtually all topics, from the values of sociology and the influx of American PhD's to the décor of the dean's residence. Mrs. Gold was the perfect wife, charmingly silent and patient at the regrettable crack about Americans of another guest.

Other conversations floating around the room were of equal interest. In one corner a discussion was underway of the alcoholic content of various beverages and how this content has been historically affected by wars, while elsewhere a young lady in a peasant dress was informed that she did not look at all like a peasant.

Regrettably, this reporter did not see Mr. Michiel Horn arrive to consume the large quantities of beverages that a young lady had been putting aside for him.

While on this topic, the wife was worthy of honourable mention, St. Emilion, a Bourdeaux which was always pleasantly chilled. Also enjoyable was the rum punch which, while it frequently tasted like warm Coke, did not have the same "punch" and was extremely popular with the guests. As Carmel, the maid told this reporter in a confidential interview, "They're drinking it like water."

A non-alcoholic punch was also served, which was considerably less popular with all but a few of the guests. However, morality at Glendon is on the upswing and it was consumed.

The refreshments at the party were good, albeit traditional. But then, who can complain about traditional treats such as shrimp.

All in all a most charming evening, and my congratulations on it are extended to the host and hostess.

Heidelberg

Brewed from pure spring water.



And that's the truth!

GFL begins new season

by BROCK PHILLIPS

On Friday the Glendon Football League kicked off its 1972 schedule with a full slate of games. The opening day can be viewed as a miraculous achievement, as only one game was defaulted following two weeks of disorganization and confusion within the Glendon sports community. This confusion and disorganization has characterized this early part of the year.

The confusion first came to light in Orientation Week and concerned the sports day. The sports day is a very important day for the athletic council, as it gives them an opportunity to show off Proctor Field House, have the students meet their sports representatives, and discuss the year's programme in a relaxed atmosphere before classes begin. However, for some reason sports day found itself on the Tuesday of Orientation week and not on a Saturday as in the past. One problem with Tuesday was that third and fourth year students were registering at the same time, so that a large number of students were excluded. Also, the change in the day meant that day students, and especially first year day students, did not learn about the events until later, since they had really no reason to be on campus until Thursday and Friday when they registered. There was no effective advertising before Tuesday. Posters went up fairly early, but with no one

on campus to read them. Unfortunately Monday was the time a few members of the athletic council found out that there was a jock day. These athletic council members soon found themselves in charge of the day since chairman Mike Lustig and vice-chairwoman Jill Qually were registering. I myself was registering that day and finished five minutes after Mike. I was able to see and get pictures of the end of the grease pole contest, the second last event. Guess how much Mike saw?

The second major area of confusion and disorganization has arisen over flag football. The question of where D-house will play and who D-house will play for has become more and more confused as no firm decision has yet been made, although at press time rumours of such a decision are floating through the air. This problem as well as the problem of the poor turn-out of first year students has existed for some time, but so far there has been either no action or a variety of actions from many different people; the result has been contradictions and a great amount of confusion.

Who is to blame for this confusion and disorganization? Some say it is solely the fault of the athletic council. As the leadership body of Glendon athletics, it certainly must take much of the blame, but we especially in the houses, must also blame ourselves. It should rest somewhat on the shoulders of house representatives (if there is one) who have not

fully organized and educated their house members about Glendon athletics, and about their position and intention in this sphere. It also rests on the shoulders of Dons who have stepped into areas where they are not welcome.

The responsibility of the athletic council is to provide a structured and ordered leadership to Glendon sports. An administrative or legislative body, the athletic council is involved with both functions and is useless without some structure and organization. Chaos will get one no-where. Within the athletic council a loose structure exists. Policy is passed on by word of mouth, and meetings are arranged in the same manner. Many of the members seem to be in the dark much of the time and are pleasantly surprised when they fall upon some information. Orientation week sports day came as a shock to many; no one can name many of the convenors for the sports, and any information on women's sports seems to be classified. Refereeing is run on a hit and miss basis. If there are three people hanging around watching the game, and fortunately there have been, they become officials. (Don't worry you still can make \$2.50 a game even if you don't know the first thing about it.) There is no liaison organization of the officials, which would seem only logical.

Now one can say: "Well, if he wants to know who the convenors are what the football schedule is, or whether

he can become a referee, he can easily find out this information for himself." I say, "Why should I?" As the administrative body of athletics at Glendon, the council should provide me with information. I have not got time to run around and find out who the hockey convenor is (by the way it is Angelo Dieclemente, although I only found out by overhearing a conversation between him and someone else.) I expect to be provided with a list of the convenors. I expect to be given a schedule of the immediate sport and a long range schedule of the remaining sports. I expect large, well-designed signs advertising the present activity and coming attractions. Not a notice written in ink on some note-paper and tacked to the athletic bulletin board. I am not at Glendon on an athletic scholarship, I am here as a student. Sports is secondary, school is primary. Therefore a small sign on the athletic bulletin board will not capture my attention, since I am not likely to look at the board during the normal course of a day. But I am more likely to read a poster or notice that is on the doors leading to York Hall, in the dining halls, in the Café de la Terrasse, in the JCR and in the residences. Signs that resemble the quality, quantity and placement of the students' council posters.

Some people feel that the members of the athletic council are power-tripping. Everyone, including this sports editor, power trips when he gets into a position of authority. But somehow the council does not seem to be completing their task. If it is a legislative body, then let us see some concrete decisions regarding the flag football incident. If it is an administrative body, let us see some action. They cannot clear up any of the confusion and disorganization that exists, or get more students involved in the athletic programme sitting around and criticizing the content of the PRO TEM sports articles.

"I resign my rights to the alumni bar and grill in the B-house common room," said John B. Riley in a telegramme from Santa Rosa. "After that trouncing they received from 2nd year on Friday, I refuse to have my good name associated with the Sons of B. It is hard to believe they could have suffered a defeat of that magnitude." "It was a close game until they scored mid-way through the second minute," said Son of B superstar K.C. Haffey. From that point on the game became a regular slaughter as 2nd year racked up 46 points to B-house's 2.

Greg Ellis was 2nd year's big man as he connected for 25 points, while Joe Tuzi trailed with 7 points. Buzz McLean picked up a six pack and Tom Cerepankovic and Bob Moffssly split 2 points.

Marc Duquay was the highest scoring Son of B. His educated toes earned him 2 points.

B-house coach Gary Lamb said that he had no excuses to offer for the disappointing showing, but revealed that quarterback Haffey had a sore right elbow (his throwing arm), that Marc Duquay's knee was not one hundred percent, and that Albert Knab had not dressed for the game because he had misplaced his lucky shoelaces.

4th year-faculty-alumni became this week's favourite to capture the Grey Saucer as they edged last week's favourite, the A-house Ax-

men, 28 to 26. Axemen quarterback Paul 'Streak' Picard still believes that A-house is the favourite as he predicted that the Axemen would take the remaining games.

Old pro Mike Eisen demonstrated that you can't teach an old dog new tricks as he added 13 more points to his career scoring total. "That must give him at least 20 points after five seasons," said an unidentified wisecracker. Archie Love could read the Made in Japan label on Eisen's Red Ball Keds as he came close (12 points) to Eisen's point accumulation. Glen Jones and Rich Mackenzie however were well off the pace as they divided 3 points. If Glen Jones got 2 points how many did Rich Mackenzie get? (This is not a contest question since the publishers thought the question's degree of difficulty made it inconceivable that a winner would be found. For the answer consult Higher Mathematics pages 329-356.)

Jon Husband led all Axemen scorers with 8 points and Stuart Spence was high and Barry Smith was low and John Frankie, picked up on waivers from the toothless D-house Animals, was a hot dog as they each scored 6 points.

Axemen defensive star Charlie Laforet would like to point out that he intercepted a pass and would have returned it for a touchdown if he had been able to elude the eight players who were trying to stop him from doing just that. Jim Bunton of 4th year-faculty-alumni says that although he did not play, he was there in spirit. "I've seen beach boys with more class," said an identified wisecracker.

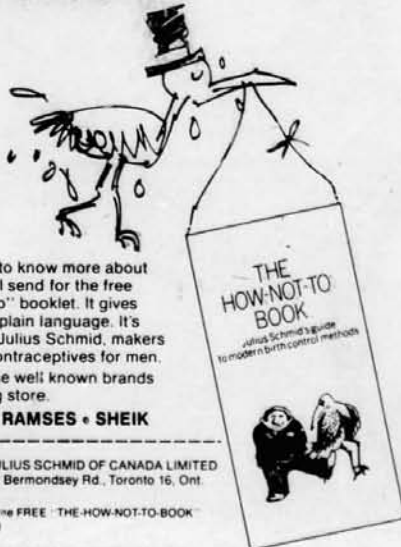
In another close game 3rd year sneaked by Ye Greene Machine (C-house) by the score of 30 to 7. Playing its first game in as many days, 3rd year was never in serious trouble as the Machine just could not turn over. Warren Smith was 3rd year's gunner with 12 points. George Milosh, Russ Gilman and Rick Stainsby fought it out amongst themselves for the honour of being second to Smith, but ended up in a dead heap with 6 points each.

Roger Lacasse topped Ye Greene Machine's scoring race with 6 points, followed closely by Michel Lachance with 1.

"Why don't you write something about the women's football team," the Glendon Groundhogs, asked Judy Jorgensen as she burst into the PRO TEM office one day, which was very unnecessary since she could have just walked in, which was even more unnecessary since Judy was already in the office and it was the sports editor who burst into the PRO TEM office. (And you say that you have never seen a run-on sentence.) The Groundhogs have been holding secret practices during the last two weeks at Glendon Stadium in preparation for their season opener on Wednesday against another team that is out to beat them. The squad is well-rounded and looks as if it will at least equal last year's record of one win ... or was it a tie? No one is quite sure. You see it was snowing and Lois ...

The Kermit Zarley Fan Club will meet in the middle of the thirteenth fairway of the Don Valley Golf Course from Thursday, September 28th until the following Friday as the Glendon Open tees off. Players may play anytime during this one week period and return their scorecard and their receipt for the round to Proctor Field House for a refund.

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