

Drastic residence fee increase for '68-'69 released

By HENRY WOOD

In a closed meeting at Glendon last Wednesday, York Treasurer, Bruce Parkes, released the new figures for residence costs.

Single rooms are to undergo the sharpest increase from their current \$815 to \$950. Double rooms will rise a hundred dollars to \$900 level.

The early deposit charge is now \$35 representing an increase of twenty dollars. This was instrumented to circumvent the problem of students not 'honouring' their deposits. In the past, rooms have been held for students who disregarded the deposit causing others to be turned away.

Maintenance, service and supply costs, physical plant salaries and food service expenses figure equally in the fee adjustment. Since the last fee boost three years ago expenses incurred in each of these areas have increased 20%.

The prime factor in the increase, however, has been rising mortgage rates. The first mortgage was taken out on Winters College at 5 3/8 per cent interest (due to a considerable gift, Wood Residence required no mortgage). Next year, the rate on McLaughlin will be 6 7/8 per cent. The increases are necessarily absorbed by the university at large.

Full payments are not presently being made on the mortgages of Hilliard, Vanier, and Winters. Sixty-eight dollars of next year's fees will account for their full payment. A further \$25 rise in 1968-70 will be necessary to begin full payments on McLaughlin College.

Residence fee increases at Western, Waterloo-Luthe-

ran, Dalhousie and Mount Allison bear additional witness to the rising cost of student housing.

In early February, Mount Allison students staged a 'work-in' protesting a residence fee increase. They did odd jobs in the local community at 25 cents an hour to put pressure on the government to increase aid to provincial universities. Later they joined students from other universities in the province at Fredricton, to protest the fee increases.

The meeting focused on the issue of the equal dispersal of costs. Should a college, willing to deny itself services, be obliged to share the subsequent savings with other colleges? Mr Parkes felt that an individual (college) assessment of fees would constitute the more probable solution.

Council President Jim Park raised the question of 'special consideration' for Glendon. Park felt that the fees increase would remove all hope of attaining a nearly complete residential community--one of Glendon's aims--would eliminate the lower economic groups due to economic impracticability.

Objection was voiced over the assessment of interest payments. Amortization payments should be calculated according to the estimated length of life building and not of the mortgages. Otherwise, students are paying for an eventual endowment to the university.

The new rates, subject to Board approval will go before that body on March 11.

Today at 1:00 p.m., Mr Parkes will be present in the Old Dining Hall to entertain any proposals for economizing.



Residence fees are up to stay. Like it or leave, baby.

Fulton predicts future for federalism

By PARKER LIDDLE

Are Canada and the Canadian concept worth preserving?

The answer was an emphatic 'yes' from E. David Fulton as he spoke before the Glendon Forum last Thursday evening.

Outlining his views on the future of Canadian federalism, Fulton underlined the need for arriving at 'an understanding and agreement' on the meaning of confederation before changes in its anchor, the constitution, can be achieved. Defining a nation as the co-

operation and dynamism of different cultures, Fulton conceives of the Canadian confederation as 'peoples coming together on a basis of partnership and equality'.

Fulton expressed confidence in the idea of recognition and distinction between peoples and cultures, 'our constitution can be rewritten both to express this 'uniquely and splendidly Canadian concept and to create an organization of political institutions which would serve and assure our Canadian existence.'

Fulton defended the idea of a federal-provincial powers

division, but emphasized that the contemporary Canadian environment demands changes in this system, both to preserve Canadian pluralism and to effectively deal with current problems. 'There are many features of the American congressional system which we could adopt without losing the basis of our federal system' said Fulton.

On the subject of party politics, Fulton admitted that the pressures of the party discipline lead to a loss of individual MP identity and effectiveness. But when asked whether he favoured

dropping party lines for a non-partisan reconstruction of the Constitution, Fulton replied that, 'the Opposition must maintain its position of freedom to oppose and criticize.'

Fulton also defended his motion of censure against Prime Minister Pearson and came out strongly in favour of the introduction of television into the House of Commons and a National Anti-Pollution Code. He hopefully estimated Conservative victory in the thirty Quebec seats in the next federal election, up twenty-three from the present.

Glendon presente

Une Soiree

des Films Francais

Le Trou

'Cinq hommes creusent un tunnel pur fuir de la prison de la Sante'

Le Bonheur

'Une histoire d'amour et de mort qui est en couleur et avec sous-titres'

Happiness

Somewhere I heard a voice
Far away,
A voice exactly yours,
My ears sighed deeply.

Happiness

Innocent as a child
Ran towards the voice,
Bare-footed.

The first thorn was convention
The second thorn was reputation
The third thorn was security,
Risks like many splinters.

Pulling out the thorns
Rubbing her feet
Wiping off the blood
She limped every step of the way.

Puzzled then, she stood
Hesitating:
The voice was certainly yours,
The eyes were certainly those of a stranger.

A sharp thorn of conflict
Pricked her sole deeply
That with all the nails of her wisdom
She does not know how to pull it out.

Her whole foot is swollen,
The poison is spreading
Puzzled, she sits there
Innocent happiness weeping.



The 'new' Pipe Room...a place with atmosphere, good coffee, soft lights, music, poetry, exciting plays and bagels with cream cheese. Be a party to cultural progress at Glendon.

Rule changes stimulate comment

By DAVID VARTY

The pit is now open twenty-four hours a day, seven days a week. The Friday and Saturday visiting hours have been extended to run from 12 noon to 1:00 a.m. These changes have brought a mixed reaction.

Joan McKibbin, don of C House said the changes are ridiculous: 'They're not workable. The weekend starts early enough as it is. The pit is too accessible to the rest of the residence. It's a stupid rule.'

The porter for Hillard was not concerned. 'To us it doesn't make any difference. The students are a pretty well-behaved bunch but there is always an odd one in any group who will cause trouble.'

The girls in residence were highly in favour of the

changes. Girls won't have as difficult a time smuggling guys out'. It is great for students who sleep and work at all hours. 'Now if they want to see a boy in the pit at three in the morning they can.'

Some of the responses from the Wood Residence were: 'It isn't going to change much. There isn't going to be a great increase in activity.' 'It may help the residence become more like an apartment where one can have guests when one wants them.'

Lapinette (an advertisement for fun & profit)

whilst hopping happily on a classbound course one recently diaphonic day our perambulating prepagandist perchanced to note a dollar-sign-shaped cloud.

certain that such a portentous portent bode some vestige of mischief, she sought the sooth of her friendly supermanager at her friendly Campusbank.

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Nominations
for election of 5 new students to
Faculty Council
opened at midnight March 4th and close at midnight March 10th. Campaigning will continue from the close of nominations until March 18th, an election day is March 17th. An advance poll will be held on March 15th.
The five students on Faculty Council will consist of one first year representative, two second year and two third year representatives. Necessary qualifications for candidates and nomination forms are available on the Student Council Bulletin Board in York Hall. A public meeting will be held March 14th at 12:45 in the Old Dining Hall at which all candidates will present their platforms.

Nominations
are now open for Glendon

Honour Awards
for graduating students who have shown high academic attainment and an outstanding contribution to the athletic and cultural life of the university. Nomination forms are available from the C.R.O. and must be handed personally to her or mailed before midnight of March 8th to
JILL WYATT, A121, HILLIARD RESIDENCE
Qualifications for the awards are posted on the Student Council Bulletin Board in York Hall.

Intercollegiate football a possibility...if

By TOM ELLISON

Last week by a joint decision on behalf of the university administration and the Athletic Council, it was decided to permit the establishment of an intercollegiate football team. One condition was attached, and this was that enough student interest in the project had to be shown to warrant this proposed step. Let us assume for the moment that the students at York (and this includes Glendon) are sufficiently interested in this university having a full-fledged football setup, and that, following this vote of confidence, the moguls start the machinery in motion. Where do we go from here? What are the obstacles which must be overcome before this dream can be realized? Will this have any effect upon the enrolment scheme at York, or its growth? There are many problems to be considered by all concerned before we can raise our arms and shout loud praises.

This question of student interest in a football team. Does it really exist? Oh I know that several petitions have been signed and there has been a great deal of conversation concerning the topic, but will 'les scholaires' take the time and effort, for instance, to attend that all-important meeting at the other campus this coming Tuesday at 4:00 o'clock? Or having done this, will York students show the required interest in a team to support it on the field? And don't kid yourselves, it is going to take one hell of a lot of support for such a team during its first few seasons. This applied to the other varsity teams in years gone by, and they can not draw respectable crowds now that they are winning. Since York will not support a team which plays our national game, then it's about time that we got down on our knees and prayed for our child yet unborn.

Where will the money come from with which to finance football at York? If

the administration is willing to allocate a completely separate amount of money in order to establish a team, then fine. If, on the other hand, it attempts to bleed the intramural and inter-college sports, and by this I mean take money from their budgets, then the whole idea should be forgotten at once. Intramural sports have reached a high level of organization and competition, especially here at Glendon, and to sacrifice such a program would be totally out of the question. As far as the other aspect of the financing is concerned, volume, this has already been taken into consideration by the Administration.

Laurentian University stepped into the limelight this year with a football program (although I must confess not much of a team) and the results, statistically, were disastrous. This raises two problems for York. Actually, one has been dealt with but this will serve to illuminate matters. Number one, who will we deign to play with? I have a haunting feeling that no university team in its right mind will have anything to do with York for a few years until it gains a certain aura of respectability. It would be a waste of their time and ours. We could conceivably have a two team conference consisting of Laurentian and ourselves; but somehow that might not work, although it would simplify the problem of gate receipts. No, it appears as if York will have to content itself with the top

R. P. I. -- R. I. P.

By NICK MARTIN

York Windigoes demolished Ryerson 95-48 to set a new school scoring record and then blew a 13 point lead in losing to Osgoode as they split their final two games of the season.

Windigoes were magnificent against the Rams piling up points at will. Gord Burns led the scoring parade with 19, followed by Brooke Pearson with 18, Peter Young 16, and Chuck Gordon 15. Pearson's 20-foot jump shot late in the game broke the previous scoring record of 84. Although he scored only 5 points, Gus Falcioni was outstanding for York, repeatedly stealing the ball from the Rams to set up easy York baskets. Ryerson contributed to their own humiliation with some horrible shooting, including only 41% from the foul line.

The Windigoes put up a great fight before losing to a taller Osgoode team, taking a 38-30 lead into the second half as Pearson, Burns, and Gordon took turns having a hot hand. Then the Owls switched from a zone defense to a man-to-man, a tactic that soon paid off. Al Irwin took control of the boards at both ends, and Ron Kimel and Bill Woloshyn supplied the scoring as Osgoode took the lead. York fought back, but Gerry Sternberg sank two foul shots in the final seconds to wrap it up for the Owls. Woloshyn lead the scorers with 29, while Gordon had 21 and Pearson 18 for York.

high school teams, private schools (UCC, St Andrews, etc) until such time as we can be considered for a conference.

Problem number two concerns itself with the fact that York will probably have to play such teams as UCC. Can you imagine what this will do to attendance? There has been much talk of this proposed football acting as catalyst on school spirit; of it getting the student populace worked up and subsequently influencing fan support for the other varsity teams. I am not too sure.

Rumor has it that the team will use Glendon's field as its home grid. Just great! If this is true, and again it is only a rumor, intramural football, field-hockey, soccer, you name it, have all seen their last day at Glendon. Should tackle football become a reality, one can just about write off the chances of that field resembling anything but a country road with goal posts on it.

Another disadvantage of using the facilities at Glendon is that we only have one field. A football team requires a practice field as well, to prevent sharpening playing skills at the expense of the regular field. We cannot boast a proper playing field, not to mention a practice area. Unless the other campus comes up with a field or two, it appears that playing facilities will be scarce; and unless a team can play at home, it has little chance of drawing good crowds.

May the Gods be with us, gentlemen. We have a long way to go yet.

York Rebels ended the season on a winning note as they beat Ryerson Rams 4-3 at Centennial arena during Reading Week. The Rebels had to come from behind as Ryerson scored twice in the first period on goals by Borden Mcrae. Rebels took the lead in the second period on goals by Jim Dickinson, Don Chapman, and Mike Beliveau. Doug McBryde for York and Andrews for Ryerson were the scorers in a fight-filled third period that saw eleven penalties handed out. The win gave York an 8-4 record and second place in the OIAA.

Women's Sports

The York Synchronized swim team returned victorious from the OQWCIA championships in Montreal, the weekend of February 17. The team members came first in all events to take first place overall.

Joan Featherstonhaugh placed first in compulsory figures; Lorna McGill first in compulsory strokes; Joan Featherstonhaugh placed first in solo routines, Wendy Barron and Joan Featherstonhaugh first in duets; and Sue Fretts, Wendy Barron, Penny Berton, Barb Marshall and Lorna McGill first in the team number.

Thanks are due to Mary Lou Hawkins who made the occasion what it was, to the girls who gave of their time, sweat and tears so generously and to Miss Watts who pushed so hard.

sports

GLENDON'S OLYMPIC HOPEFUL



Marg Chatland.....bound for Mexico??

By NICK MARTIN

By far the greatest athlete at Glendon is not a hockey player or football player or basketball player, or in fact a man. Our greatest athlete is a young lady in first year, Marg Chatland. At an age when most young athletes are trying to break into the big time, Miss Chatland is already a proven star of Canadian track and field. To list all her accomplishments would fill this page, but a few of her most prominent are her record of 11.2 seconds in the Quebec 80 metre hurdles, her unofficial Canadian long jump record that may not be recognized because it was not set under 'proper' conditions, an upset victory over the much taller Jenny Wingerson Meldrum in the high jump, and her award as best female athlete at the Eastern Canada Championships.

Last Friday Marg competed in the annual Telegram-Maple Leaf Indoor Games, her sixth appearance in the games since coming under the tutelage of Don Mills' Track Club's internationally-renowned coach Lloyd Percival. Running in the 50-yard hurdles against a field that included American stars Cherrie Sherrard, Mammie Rallins, and Doris Brown, Miss Chatland breezed through her heat to gain a place in the finals. Some unfortunate trouble with the starter wrecked her chances of coming through with an upset. She beat the gun when the runners lined up and was forced to hang back as they reset because another quick start would have disqualified her. As it was she finished less than one-tenth of a second behind her chief Canadian rivals, Jenny Meldrum and Barb Dallamore, and could easily have passed them had the race been ten yards longer. 'I could have finished third with a better

start,' said a disappointed Miss Chatland, 'but I couldn't take the risk of being disqualified.' She wasn't the only one who had trouble with the starter. All night, competitors, including some of the world's greatest runners, beat the gun consistently. The starter was booed by the crowd on several occasions, although Miss Chatland refused to take the easy way out by blaming her loss on him. Nevertheless, it was a great performance, and it was a pity she didn't place higher.

This summer Miss Chatland will make another foray into international track and field when she represents Canada in the Tri-Country Meet in Paris. This is a meet for people under 20. Marg will be competing in the long jump against another Canadian girl, and two girls each from England and France. A victory in this event would be a great achievement, but it would be all forgotten in the greater glory that awaits her this summer if she makes the Canadian Olympic team. Marg is determined to represent us in Mexico City after narrowly failing to gain a place on our Pan-American and British Empire Games teams. She'll be trying to make the team in both the long jump and the hurdles; the top two finishers in each event in the Olympic Trials held August 11 and 12 at the CNE will go to Mexico City. Marg is certain she can do it; she has beaten Miss Dallamore previously and she is confident she can beat Mrs. Meldrum.

A girl from Glendon winning an Olympic gold medal against the best female athletes in the world, may seem like an impossible dream, but you'll never convince Marg Chatland of that. She's a credit to Glendon, to Canada, and to sports.

Intramural Volleyball

By NICK MARTIN

C House won the Glendon intramural championship this year, defeating A House in the finals, 2 games to 3. Day students were third with D House fourth. Members of the winning team were Greg Halkett, Glenn Garcide, Henry Wood, Roman Dale, Al Irving and Bob McCreary.

What happened is not as important as what did not happen. B House and E House did not even show up. The day students team was composed of 6 players who bothered to show up. Day students should realize that they have an obligation to fulfill when they sign up on a list. The residence students were not much better. Only D House had any extra players. It is rather pathetic when 26 out of a possible 350 students show up for a tournament.

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PRO TEM is the student weekly of Glendon College, York University, 2275 Bayview Avenue, Toronto 12, Ontario. Opinions expressed are those of the writer. Unsigned comments are the opinions of the newspaper and not necessarily those of the student council or the university administration. PRO TEM is a member of Canadian University Press and an agent of social change.

Like it or lump it

Residence fees are up. Next year you will have to pay \$950 for a single room and the year after, \$975.

Although PRO TEM will go on record as opposing any fee raise we will neither advocate nor support any active protest against the administration of this university.

In our opinion, although the hike is not desirable for financially hard-pressed students, it is absolutely necessary if the residences of York University are to remain self-supporting. The money will have to come from somewhere and would only do so to the detriment of some other phase of our education--perhaps the already too small library funds.

Therefore, having accepted that the fee raise is here to stay, there are two basic options left to the resident student. He can return next year and pay the increased fee for the same services or he can go outside the college to find accommodation.

If one decides to stay, two courses of action are open. The resident can remain content with the present services and recreational facilities or he can join in a drive to increase these facilities.

It was revealed last night at a preliminary meeting with York's financial vice-president, Bruce Parkes, that Glendon does not receive the same level of services that residences at the York campus get. However, if this is to be changed, the initiative must come from the residence students.

The rise in residence fees also brings up another crucial question. What will happen if Glendon's residents decide it is just not worth \$950 and make the big move to off-campus housing?

Another section of the Glendon myth; that of a largely residential liberal arts college, may go floating down the Don River.

An informal proposal to look into a different scale of fees for Glendon College was largely thwarted at the meeting last week. The argument used was that if our residence fees were to be lower than those at the main campus then the administration could charge higher tuition fees at Glendon, the argument being that it costs more for the Glendon programme.

Unfortunately, both arguments, in our opinion, are justified, which gets us nowhere.

The only logical advice we can offer over the residence fee increase is a rather crude expression: like it or lump it.

OCA- principle or issue?

The nagging question concerning the conflict at the Ontario College of Art last week for us is whether it was really based on the issue of the dismissal of the teachers as opposed to the general principle of academic freedom.

Granted, in this case the two aspects were closely interrelated. But they can, and should, be defined distinctly and clearly. And the question arises--which of the two was the real attraction in the affair?

Stated in another way what we are arguing is this. How much of the support for this student strike arose because of the foolish actions of a narrow-minded principal and how much arose over the principle of academic freedom?

And what is academic freedom? You should not mouth it unless you are prepared to give at least a crude definition. In our opinion, it must be defined two fold. Firstly, within the university, and secondly, in the relationship of the university to society.

Within the university it means the right of each university member (student and faculty) to have the greatest amount of structural freedom possible in the pursuit of his education. Concerning the relationship of the university to society it means the greatest degree of autonomy possible from external forces, (usually in the form of government). This principle is necessary for a progressive university community--an institution which can look beyond the boundaries of society, criticize it, and improve it.

Neither part of this principle was present at the Ontario College of Art--since its inception before World War I. Therefore, to be honest, one must say that it was not the principle that kept all those very courageous students and faculty members going last week; it was the immediate issue of confusion over courses and the firing of the two teachers. The principle was incidental. This is not to say that nobody but the student leaders and faculty had ever thought about the principle before. But what made those 700 students stick it out for a week and a half? It was the issue, not the principle.

It is rather frightening in fact to realize that the final decision in the matter was left up to a man who had to weigh the political consequences of his actions first and foremost before he decided.

Here at Glendon you see, students such as Rick Schultz, and Jim Macdonald have fought for the nebulous principles attached to the faining of student representation on the governing bodies of the university. They have done this largely against a background of student disinterest. The masses do not become involved until there is a black and white issue to rant and rave over and so the protection of the rights of the people fall to their leaders. This is only inevitable, unfortunately. But it is the same type of situation that allows a leaderless nation to forsake principles in acceding to a Nazi regime or another nation to swallow gullibly a President's

urging to escalate a war on the basis of the misfortune of one skirmish at sea.

Our point is this. Issues are made up of feeling, social excitement, demagoguery. That passes with the moment. Principles are made up of ideas, ideals, value standards. They are permanent. Let's always be very sure that principles determine the issues, not the other way around. Luckily, at OCA, the issue etched out the principles so clearly that, in the long run, they should triumph. But the issue was largely won because of the almost unbelievable bumbling of one indefensible principal. If Watson had played his cards with any sense at all there might not have been an issue at all and the students would have gone on being treated as children and the college would have gone on functioning as an autocratic eighteenth century Victorian family rather than an active, intellectual community.

The students and faculty of OCA must be commended on their stand. But how many more times will other academic communities take a stand to right a wrong that has already fostered many injustices not emotion-laden enough to base a campaign on? Every public secondary school in Ontario is run in the same manner as OCA. How much longer will our politicians promote a system that favours administrative efficiency over free intellectual growth? And how much longer will you accept it?

We're from York

So there we were at Journalism 99 3/4, a bunch of us athletic epistlers discussing our various teams.

'It's just terrible,' said the guy from Guelph. 'We're getting about 800 out for our basketball games. Our taverns are half-empty on game nights. If the Guy-phons ever win a game, David Molson will go broke.'

'Same here', said the fellow from Waterloo. 'Our gym was crammed full 2 1/2 hours before our game with Windsor started last week. Three motels had to close for lack of use.'

'We've got the same problem', added the McMaster writer. 'All our students go to the away games. Our poolhall owners are in a frenzy.'

'We're drawing thousands to our hockey games,' sobbed the guy from the Varsity. 'There's no one in Yorkville on Friday nights. The place is going to pot.'

At this last revelation everyone wept. 'As sports writers it is our duty to get our students out of these unhealthy gyms and arenas, to get them to stop this foolish cheering and cut out this inane school spirit crap!' cried a young man from Trent. 'Say! You there. The suburban and sober-looking chaps. Where are you from?'

'Us?' I replied. 'We're from York.'

UNE SOLUTION SIMPLE

Monsieur:

Permettez-moi de vous présenter une solution au sujet de l'alienation entre les étudiants du journée et les pensionnaires.

Tandis qu'à Glendon, ils existent plusieurs avantages de la vie pensionnaire. Mais, aussi, les avantages du foyer sont beaucoup plus nombreuses et importantes. Là, à la maison, on trouve l'ambiance des frères et soeurs, des chiens et chats bien à l'aise et surtout les avantages de la bonne cuisine.

La solution est, pourtant, bien simple. Les étudiants du journée doivent inviter les pensionnaires chez eux à dîner ou à passer une soirée au television, etc.

Tout le monde sera beaucoup plus content à cause du rapport plus naturel.

Sincèrement,
Sandy McKay GI

* * *
CIVILIZED

Dear Sir:

Could a message be sent

Vous avez la parole

please, to students of the panel, and questioners among the audience at York University who were on the television programme 'Under Attack', February 20.

What a contrast to the rudeness of some panelists and questioners on former programmes in other places. I don't think rudeness means liveliness. The students were polite, did not ask smart aleck questions and were respectful in their manner of questioning Mr Gordon. Perhaps there had been a little gentle briefing on conduct but with, or without a nudge, the result was good.

It was a treat. To my mind the most civilized 'Under Attack' programme I have seen.

Yours truly,
Jane Grant,
(Mrs. J.W.)

TIME FOR A CHANGE?

Dear Sir:

We, the undersigned, feel that the results of the recent Women's Intercollege Basketball Tournament are entirely unsatisfactory. Glendon College played every one of the six game schedule with a record of four wins and two losses. Vanier College, the declared winner, defaulted two games during the season to finish with a similar record of four wins and two losses. We certainly do not wish this protest to be any reflection on the ability of the Vanier team, however we feel that our enthusiastic participation and similar win-loss records merit at least a play-off. Does this university want participation at the inter-college level, or not? We definitely feel that there is

a need for a revision of the rules so that those who participate are recognized for their effort.

Signed,
Glendon Women's Basketball Team.

* * *

OH, SUCH FLATTERY

Dear sirs:

Just a short note to offer congratulations to David Beard on his appointment to the position of chief ghost-writer for Jim Park. I am sure that David's unique abilities as master of the well-turned phrase (as indeed he demonstrated in your last memorable issue) will effect

a huge contribution to the already well-demonstrated popularity of our new president. As I have often said to you Dave, especially in the struggling days before you achieved this new-found success, it's really great to see someone is really involved. Don't give up the ship!

Very sincerely,
Norman McDougall

* * *

MANY THANKS

Dear Sir:

I'd like to express my deepest thanks to Glendon College for the overwhelming support you gave us at Ontario College of Art.

You have shown us that you are concerned, not only for us, but for every student who believes in the right for freedom of speech and the progression of education.

Many, many thanks,
(Miss) Alison Lay
OCA

COALS

By MURRAY COOLICAN

As you have read, have heard, will read, will hear--ad nauseum, the action taken by the students at OCA last week and Glendon's support (?) of those actions has made 'great strides in the fight for academic freedom across the province and the country.' Therefore--in the great tradition of the columnist's rut--I will attempt to give new meaning to, to show a new angle of, to shed new light on the events of last week.

Now, here is, the cliché you will hear and use for the next two weeks: we must not only look at the achievements and gains made by the students of OCA but we must also look at what we can learn about Glendon College (The rut gets deeper.) from our own actions.

I would like to examine one particular event of last week which--as some of you might know--occurred at Glendon. There was a meeting of the Student Union on Thursday, at noon, in the Old Dining Hall. At this meeting, the rabble (students) were asked by the élite (Student Council) to decide what further action should be taken. They did not, could not. 'But they (we) did'--I

the student as rabble

hear you cry. Well, if the rabble did decide, they decided what action not to take.

Jim Park, Chief of the Elite and President of the Rabble, decided that the élite should not be élite but rabble--for the duration of the meeting. Therefore, he put forward four proposals for further action and asked for more proposals for further action from the rabble--of which he was now a member. He also asked his fellow rabblers to decide which course of action they wanted to take. Unfortunately, nobody heard the latter request.

Then we all heard from the professional-in - or - outside - of - public - meeting - opinion - givers such as Big Daddy Gardner and Slick Schlitz. A few rabblers spoke at length. The same few rabblers said little or nothing. The balance of the rabblers did not attempt to say nothing. The élite did not lead--they were not led. The rabble did not follow--they were not followed.

The moral of my story is: at the next meeting of this sort (where the élite wishes to show how democratic and relevant they are) the élite, being the élite, should lead and the rabble, being rabble, will follow.



'You don't need to go to Jamaica'

SCHULTZ!

By RICK SCHULTZ

dangerous precedent

The students of the Ontario College of Art have won. The Minister of Education has met their demands: immediate reinstatement of the two teachers, a representative committee to be established to consider the whole area of curriculum, and a study of legislation governing the operation and administration of the college.

But have the students really won anything except their short-run battle? Have they not possibly lost one of their major battles--that for academic freedom? I am inclined to think that the victory at OCA opens the way for a potential attack on academic freedom.

Support for my fear can be found in an editorial in the Globe and Mail last Saturday entitled 'Precedent.' It argues that 'the academic community in Ontario can no longer consider itself as one entirely apart from the total community, one which as a matter of right determines its own affairs within its own boundaries.' The editorial concludes: 'It is a salutary fact to have in the open at last. When any educational institution largely supported by public funds so mishandles its internal affairs that it virtually ceases to function, the government has a responsibility to step in. Mr Davis has set a valuable precedent which directs other academic communities to so govern themselves as not to invite its frequent application.'

This is a dangerous doctrine. What constitutes 'mishandling its internal affairs'? Does 'internal affairs' include teaching? Who is to decide what constitutes mishan-

dling?

These questions have only become clouded rather than cleared in a fight, supposedly for academic freedom.

Academic freedom is the freedom to teach, to study and to learn without non-intellectual restrictions or interferences. These activities can only flourish in an environment which encourages them to the fullest. That encouragement consists of protection against interference from without as well as from within. Now academic freedom may not have existed at OCA before this past week and the battle may have been one to establish it. But the pursuit of academic freedom requires its unremitting defence.

Students and some faculty members lost sight of the need for defence in their pursuit. They encouraged, or rather they demanded, the government intervention. Now there was no question that the government had to intervene but the methods should have been stipulated in accordance with the condition necessary for academic freedom.

The first demand should have been for an impartial investigation and then for remedial action pending the investigation's results. But the students demanded that the government intervene to reinstate the teachers and force the administration to establish a representative governing body. In their fight against the denial of academic freedom from within, they invited interference from without. The issue of academic freedom was supplanted by the justness of a cause. A precedent, yes; but a dangerous one.

Photo by HARVE

A breast with the times

By GARNET BARLOW

VENTILATOR ASSISTANT EDITOR

Last year in a short letter to PRO TEM concerning the poetry that was then appearing in Ventilator, I said something like this: 'Below the level where I agree or disagree with writers in general, I have an instinctive will to believe in them. As a class they are sensitive, scrupulous people, almost all idealists by instinct. And so when I see great numbers of writers bent, as they seem to be, on deprecating and/or destroying life, the natural question is, 'What are the reasons for it? Why are they so critical and fatalistic? Creative minds, of all minds, are those that naturally love life most. Obviously these writers have been disappointed.'

To anyone who has read the poetry appearing in Ventilator this year,, it becomes uncomfortably apparent that many of the themes and issues which poets last year found so engrossing have disappeared. There are, I think, a few very interesting reasons.

Last year, there was a pervasive, (and to my mind a very healthy) atmosphere of concern, unrest, and criticism on this campus, prompted in part by the new curriculum which was then introduced; prompted in part by the dissatisfaction which several members of the staff expressed over the administration; prompted in part by a rather sudden realization in the minds of some students that York as a 'New University' and Glendon as a 'liberal arts college' had not only failed to fulfill their obligations to their members, but in many instances had done an about-face, and sold several people down the good old river. (Renewable scholarships, for example). And too, I suppose, there lingered some hope that events in the outside world (events that were then, and are still poisoning wells from which we draw hope for the future--Viet Nam, what else) would somehow be resolved. These things and more, needless to say, provided a sort of running dialogue which directly, or indirectly, provoked interesting writing in Ventilator.

By the way, if you think I am stretching the relationship between campus life and poetry a little too far, take a look at some back issues of Ventilator. It's all there: poetry on Vietnam, plays on Berg and Bevan, criticism of Glendon's policies . . .

This year, the stimulated atmosphere so conducive to interesting articles and poetry on this campus has by and large disappeared.

So, what has this done to Ventilator? On the whole I don't think the artistic level of the poetry has changed a great deal, (it never was remarkably good), but the issues which informed and pervaded it have, as I've tried to point out, changed considerably.

Generally, the students who contribute have ceased to concern themselves with issues larger than their own sexual reveries--I can't call them reminiscences--which are passed off as 'love poetry'. The point is that most of these poets have turned inward, to themselves, in the deluded belief that the sun actually does rise and set over the world of their own little souls. The result is a solipsistic, ego-centric, narrow-minded, unstructured collection of unequivocal junk. Allow me a few brief quotations from the last issue as proof:

'watching you/your hands/soft to touch/your hair/falling to your breasts/ . . .Over now, it's time to go/Yes, it's over.'

or:

'Let the women in my life/wear violets in their hair/and pad about the room/lighting incense.'

or:

'and dawn's velvet gardenias/swelled limp-(how in hell can anything 'swell limp') hunglikefrozentears/ from your breasts.'

or this:

'My eyes are the quiet pools of your breasts.'

or this (Holy Jesus):

'i hold your nakedness/and smell the things/gone by/the softness of/your breasts. . .'

See what I mean. I've read of obsessions but this is fantastic!

And what is even more amazing is the extremely high poetic level to which all this is raised. The similies are stretched as far as possible from prose. The metaphors are mixed and twisted beyond hope of transmitting sense to the reader, and yet the poetry seems not to be prompted by any recognizable impulses, opinions, statements or thoughts beyond that of lurid conjuring-ups. One gets the picture of several young nubile with enormous breasts, alternately framed by their long hair or hung with frozen tears (or gardenias, I'm not sure which), prancing around their rooms lighting incense and getting grabbed from behind, and we know where.

Consequently there is no easy flow of cadence to the lines, which stop and start for no apparent reason; no developed, sustained, or resolved images, nothing in fact, which can possibly be justified as decent poetry.

But in all fairness, now and then someone does submit a poem or story which truly merits publication, and I suppose we include what we do in Ventilator partly to encourage such people to write more, and partly to show others their glaring faults in glaring black and white.

To conclude, surely there are more important things going on in poet's lives and minds than their work reflects. Ventilator can be a decent and positive contribution if its writers take their poetry more seriously, and most simply do not.

NEXT WEEK: DANGEROUS PRECEDENT (II)



We'll tell it to the minister, even if we have to use semaphore!



Mr. Alfsen had not yet consid

**A
CHRONICLE
OF A
FIGHT
FOR AN
IDEAL**

story by
JANE BOW

photos by
HARVE

Fifty Glendon students came to listen to John Bowman, a prime organizer of the recent OCA student strike. They decided to help OCA march for a principle called academic freedom, and they won it.

Bowman spoke of things which one would not believe could exist in a highly sophisticated student community like Toronto. He said that students and faculty of the drawing and painting department at OCA had heard that drastic curriculum changes were imminent. Accordingly they asked the principal to come and discuss curriculum and policy changes with them. He refused to appear. The students threatened to protest. The principal agreed to appear. He then refused to set up a committee to study the drawing and painting department's affairs.

The students then asked him if the department chairman was really sworn to secrecy on the changes. The principal made his first mistake. He lied. 'No', he said.

Mr. Aba Bayfsky, a highly respected OCA instructor of 12 years experience then

produced, 'in the interests of accuracy and indeed honesty' a statement signed by five faculty members testifying that at a faculty meeting last year, Chairman Schaeffer, and later Watson, both said Schaeffer was not allowed to tell anybody about the curriculum changes. For this reason only Bayefsky was fired. Later Mr. Eric Friefeld, with 22 years as an instructor was also dismissed.

Both of these dismissals were illegal because it states in the contracts that a member of the faculty cannot be fired without notice unless the Minister of Education gives his consent. Watson said he had this consent. Meanwhile the Minister of Education was in Chicago. This is where the question of academic freedom comes in. This is where Glendon College comes in.

What does this nebulous phrase, 'academic freedom' mean? The term is well-defined in Jim Park's words: 'It is the freedom of faculty and students to criticize the curriculum, criticize the administration, to stand up and say, "I disagree".'

It is something Glendon already has to a large extent, something which we value, and a principle which was being dangerously

threatened at OCA. If the students there were to lose their fight, against arbitrary firings, and administrative tyranny, other administrations would see that students can be denied, and we would risk losing the academic freedom which is part of the constitution of the Canadian Union of Students, and appended to the Glendon Student Council Constitution.

On Tuesday, February 27, our own student council met and decided that 'Infringement on the rights of any members of an academic community anywhere is an infringement on the rights of every member of academic communities anywhere' and passed a motion supporting OCA's protest against arbitrary firings and secrecy, and mandating the student council executive to organize active support in OCA's march on Queen's Park on Wednesday.

Wednesday was a great day for a march. The students were to go to Queen's Park to present William Davis, Minister of Education, with a petition signed by 71 per cent of OCA asking him to reinstate the instructors and investigate the structure of the college.

There were seven faculty members of OCA sitting on the stage in the cafeteria



Jim Park asks for Glendon's support in OCA's fight for academic freedom...



...and receives it, unanimously



ght at OCA for 40 years...and was protesting the fact that he is
"on the faculty"



'Oh dear, but I do hate to interfere.'

rior to the march. These men were risking their livelihood for a principle they believed in, and for a new contract which might give them some real security. Under the present conditions, they have no tenure as faculty members until they have taught at least six periods a week for ten years--and it is up to Watson how many hours per week they teach. To quote Leonard Oesterle who is resigning after five years at OCA: 'He's the Big Daddy around here. He has put the lid on things.'

Being curious by nature and apt to question habit, I decided that Mr Sidney Watson and I should have a little interview--and received for my efforts a taste of the acid that is flung from his face to the rest of the school. I got as far as the outer office, and was looking at Watson in his office when his secretary asked very kindly if she could help me.

'Yes', I said, 'I am from the Glendon College newspaper and I wondered if I could speak to Mr Watson.' He was informed that he could not see me now or at any time. In fact he was busy all day. So I thanked her and went on observing Watson, hoping he would see me. 'Would you please leave

right now.' She said stepping up to me.

'Well, if Mr Watson cannot talk to me, can I interview you?' I asked.

'No, I'm sorry. I don't have any time at all; now will you please leave.'

If this is indicative of OCA student-administration communication; if this type of barrier has to be broken down every time an incurrent change is to be discussed, it is no wonder OCA frustration must be let out in a 1500 student march.

At 12:30 the march set off. It received good publicity. The CBC and Channel 9 were on hand. There were reporters from all the newspapers, right down to the communist Canadian Tribune.

At the head of the column of about 1500 students there were two boys dressed up in chains, and students carrying a coffin bearing a sign 'Here Lies Integrity'.

Behind the pall-bearers marched the mourners, behind the mourners, supporters from OCA, Glendon, U of T, Ryerson, York and George Brown Centennial College, all chanting 'freedom for OCA, freedom for OCA'. Slogans like, 'We are Not Serfs', and 'Fear Rules at OCA', were waved at the cameras, and finally the cof-

fin came to rest on the steps of the Parliament Buildings, students thronging around it, waiting for William Davis to appear.

Monique Ouellette, President of OUS, then read the students telegrams of support and encouragement from universities and colleges all across Ontario. According to John Bowman, about 32,000 students from places as far away as Philadelphia, were sending telegrams of support to OCA.

Davis did not meet the students. He was not in. Earlier that morning a delegation of OCA student leaders forced him to see them by walking in on him in his offices. The result of this visit was that Davis learned, as he put it to the legislature that afternoon, 'some information I did not know before about this complex situation.' At this meeting Davis also said that he had not given any consent to the firings. This was decidedly contrary to Watson's statement.

Another major gain was made at the meeting. Davis learned the difference between 'institutional autonomy' and 'academic freedom'. According to Shelley Shaw, a member of the delegation, Davis said that because of 'academic auto-

my' he could not interfere in the situation; that it had to be handled inside the college. The students, however, pointed out that institutional autonomy means that the college is not governed in any way by the Department of University Affairs but when the council governing the college does something which is against what the faculty and students want, this is a breach of their academic freedom.

In this event, the Department of University Affairs must step in and reclaim that freedom. Those firings were against this principle. Despite his new knowledge, Davis was still reluctant to interfere and when the leader of the Opposition, Robert Nixon, asked him in the Legislature if he were 'not prepared to act as a mediator and interfere here by going to a standing committee on education', Davis replied that he would 'endeavour to do something about it,' but that it was 'not his suggestion to have this put to a standing committee.'

Meanwhile, back at Glendon, further pressure was being planned. The student council had a meeting and decided unanimously to advise students to boycott classes on Friday in sympathy with OCA.

On Friday afternoon Davis suddenly released a statement. It reinstated Bayefsky and Friefeld. It stated that a committee composed of representatives of students, faculty, departmental chairmen, and the principal would be set up to consider the area of curriculum planning.

Lastly it stated that the minister would appoint someone to investigate the present structure of the college in order to 'bring such matters in line with present day needs.'

We had won! Glendon students went down again to OCA to hear Davis speak and help OCA celebrate. The atmosphere on Friday afternoon was one of exhausted surprise.

However, OCA students want the terms of the statement clarified. They will accept no half-way measures. But Vince Kelly, OUS lawyer, is optimistic. 'The decision-making will now be open and democratic and it is up to the faculty and students to see that the statement changes are carried out.'

Said John Bowman, one of the leading players, 'To make a parallel with the invasion of France--we've got the Beach-head--the Battle of the Bulge is coming next.'



Artists and politicians unite in their search for Bill Davis

The future is being planned; that is you and me, that is us, our families, our friends. The problem is do we want to be planned? Who- ever answers this question with an unqualified 'yes' should not waste his time with reading this article.

It is not written for those who have made up their minds that the scientific- technological - administra- tive trends of our time are both good and irreversible and that we should constantly adapt ourselves to them. The article is written for those who refuse to be planned and pre-determined by anybody or anything outside of them- selves and who cherish the deeply felt desire to take their lives into their own hands.

The highest values of our age are growth, speed, and rising standards of material life. In this respect, capi- talist managers join hands with communist technocrats. It is essential that man's be- haviour should not upset the steady and smooth operation of the machinery.

From early childhood on man has to be conditioned into accepting whatever en- sures operational efficiency. Society's main instrument for developing the overall structure of the producer- consumer type of person is the educational system from kindergarten through uni- versity. This system re- ceives its impulses from the brains trusts assembled in government and private agencies, research institu- tions, industry, business corporations, universities and colleges. It is in these institutions, agencies, etc. that the future is being plan- ned under the brand-names 'research' and 'develop- ment'.

Today, research in every field is international. Its problems, methods and speed are the result of keen competition among the spe- cialists of all countries. From the student's view- point, research is a vast complex superimposed on him. The student is expect- ed to be interested in it, to be willing to adapt himself to it, to work along the es- tablished lines. But the stu- dent realizes that this com- plex, like any other super- structure, does not care about him, the--perhaps-- disinterested, unprepared individual who has problems quite different from those which the specialists in pre- stigious institutions the world over are currently in- terested in.

DANGER AND FEAR

A society that cannot en- visage the future in terms other than those of an ac- celerated and magnified con- tinuation of the present is becoming barren and sterile. Has the undeniable success of western man's scienti- fic - technological - admin- istrative system crushed our souls, our imagination, our power of vision?

All the hectic activity of our urban life, all our in- cessant self-praise cannot silence the voice of fear in us. We seem to be afraid of asking fundamental ques- tions: Is 'the pursuit of hap- piness' really the purpose of my life? What do we mean by 'happiness'? Is the growth of the system really to be welcomed? Is progress, as we know it, really good? Is it good for all to the same degree? Or for some more,

for others less? Has the sys- tem become the measure of all things? Will we overcome the alienation which so many now feel?

Fear is a basic human condition, and man is always attempting to rid himself of it. The religions, the sci- ences, arts and philosophies, the ideologies are expres- sions of man's need to con- trol and master what is ex- perience as frightening. Since time immemorial the seats of learning have been the workshops where the fear which is so closely associa- ted with ignorance has been subdued. Are the universi- ties and colleges such work- shops, workshops in which modern man's fear, in which our fear is being driven out, conquered and defeated? If they are not such fear van- quishing workshops; if they are mere training institu- tions where one is condi-

grates the impulses he re- ceives from the outside world and from within into a coherent pattern. In other words; integration is not to be suffered passively but it is to be achieved actively. As it is impossible to integrate each and every impulse, one must become capable of fil- tering them. Some of the im- pulses may have to be re- jected, others to be admit- ted and to be processed so that they contribute to the growth of one's understand- ing and the deepening of one's mind.

To become educated means to become discerning, to become selective, to ac- quire a grasp of the essen- tial. Students should bind themselves to the purpose of becoming fearless, compas- sionate, strong-willed, kn- owledgeable and imaginative mature persons. Students should recognize the devel-

opment of their minds as a moral obligation, and the de- velopment of their morals as a task for their minds. Students should both under- stand and practice the dis- cipline necessary for reach- ing the educational goal.

In this context, a word about withdrawal from so- ciety is appropriate. I be- lieve that everybody has an inalienable right to save himself from corruption. If, for example, the young adult feels that the surrounding world is overpowering him, that he cannot--or that he cannot yet--integrate it in- to his own personality, he should, temporarily, with- draw from it.

Nobody should develop a guilt-complex when he re- fuses to be swept along by so-called current trends. Every person must come to grips with himself, he ought to formulate his own notions

and ideals. The university and the college should pro- vide the means, the atmos- phere, the help and the pro- tection to do so. It is up to the student to avail himself of this passing chance.

Reject what you cannot di- gest, repudiate what you feel is irrelevant or even detri- mental to you, assert your independence - and devote your energies to the one great enterprise of becoming yourself. You will need time. It is the most precious thing in life. It is not up for sale anywhere.

Beware of those who take away your time from you. Nobody can ever give it back to you. The firmness of the disciplined mind grows slowly, quietly. Students should not dissipate their en- ergies. The squandering of one's time and one's en- ergies is the surest road to becoming a centreless, un- stable and frustrated person who easily falls victim to whatever is currently in vo- gue.

From another viewpoint this means that during the years at college or univer- sity society should not inter- fere in the educational pro- cess in which the students together with their teachers are engaged. Society should not make demands for ser- vices to be rendered by stu- dents. The sole responsibil- ity of the students is towards the self-imposed ideal.

FACULTY AND STUDENTS - THE COLLEGE

Glendon College has the potential of becoming the 'community of teachers and students' we hear so much about. Such a community has to be created. The duties and rights of both the teacher and the student should be clearly defined, carried out and re- spected.

While we all should have the same ideals because these ideals are the common ground on which we stand, certain differences and dis- tinctions must exist. Egali- tarianism only leads to con- fusion. The student's duties are set out above. What of the teacher's?

The teacher should set an example of commitment. He should be committed to the ideals of integrity, courage and concern; committed to educating his students through the common daily round of academic work. He must help the student to find and apply the principles and meth- ods with which to tackle a problem, direct the student's efforts to reach the educa- tional goal, transmit the es- sential core of crucial and relevant knowledge.

No teacher can do the stu- dent's part in the educational process for him, and just as the teacher must not abdicate his responsibility, his duties and his rights so the student must fulfill his obligations.

Man is a person, and as such he has a right to defend himself even against society. In the face of a future that is being planned (allegedly, of course, for everybody's ben- efit) subjects contributing to the strengthening of the indi- vidual to survive society's crushing embrace should oc- cupy a high place in the fields of study. I am not referring to means providing a tempo- rary hallucination but to means helping you to build up the strength of character necessary to withstand the personality erosion.

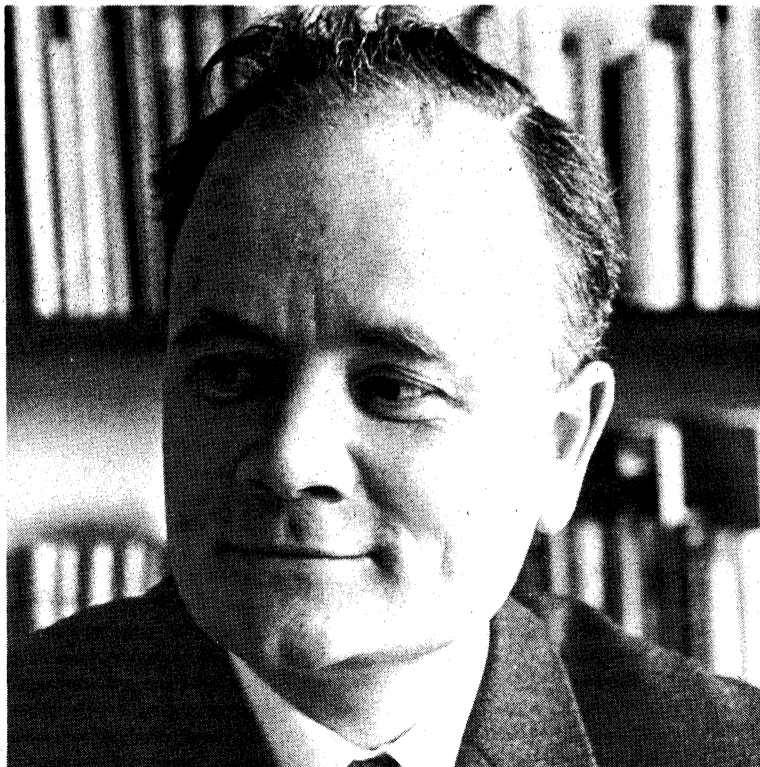
WHAT IS THE PURPOSE OF THE UNIVERSITY COMMUNITY :

Education or Training?

tioned into acceptance of the 'producer - and - consumer' role, then they do not ful- fill their highest function. It devolves upon us, the people learning in the universities and colleges, to ask the ques- tions of which society seems afraid. We have a chance. Let us use it.

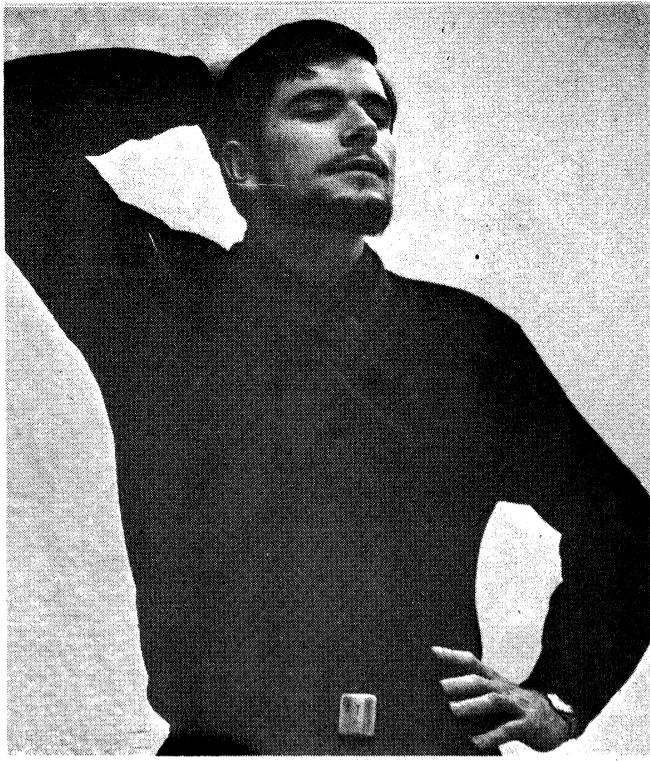
WHAT SHALL WE DO?

Modern industrialized so- ciety exerts a permanent pressure on the institutions of higher learning to produce skilled specialists. This pressure clashes with the young adult's longing to be- come a mature and self re- liant person. Such a person is not someone who has been integrated into the bigger transpersonal unities such as, for example, the age group, the members of an organization, the employees or the body of citizens, but a person who himself inte-



PROFESSOR WALTER BERINGER

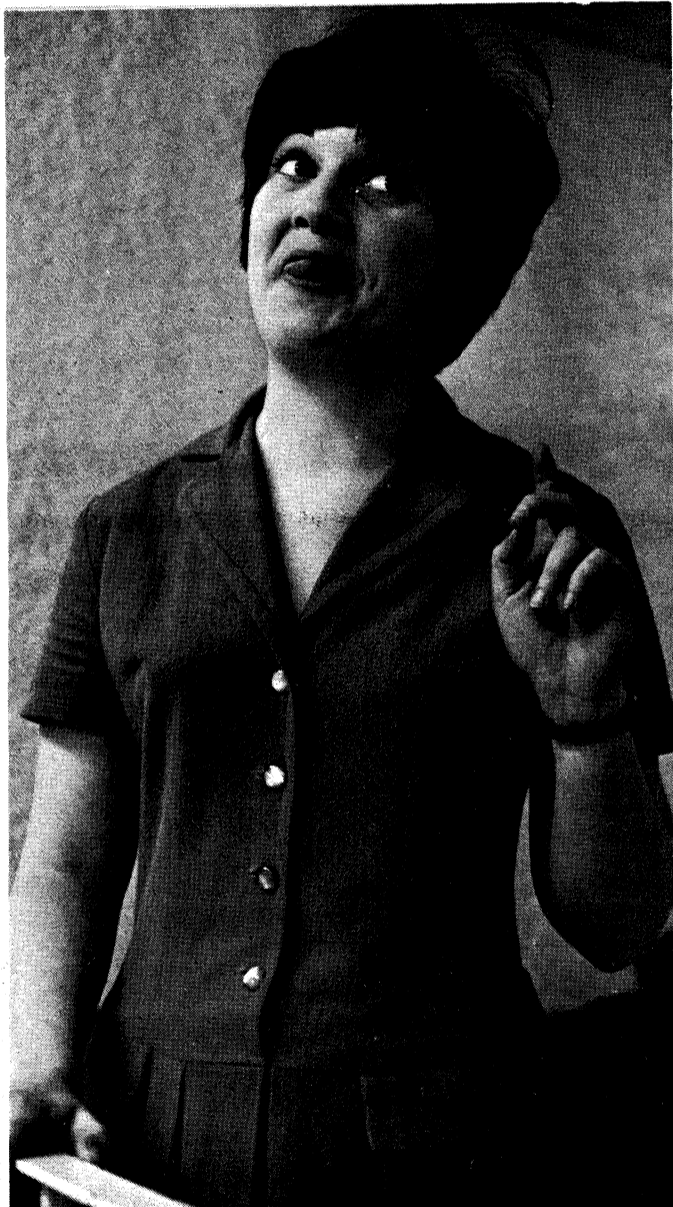
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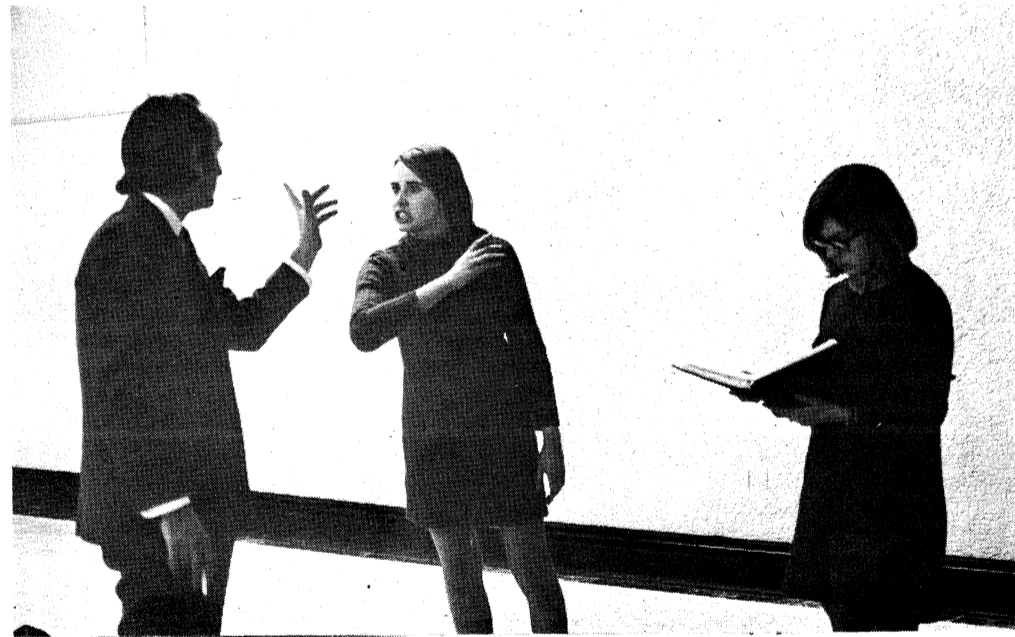
John Taylor (Vasques)
"T'were a fine policy to learn
by whom this must be known"



Marc Connors (Giovanni)
"Marriage! Why that's to damn
her; that's to prove her greedy
of variety of lust"



Lisa Heman (Putana)
"I think pox free (and that's
news in a gallant of three and
twenty"



Professor Michael Gregory (Director)
Trish Nelligan (Hippolita)
Beth Hopkins (Associate Director)



Marc Connors (Giovanni)
Gwen Frankton (Annabella)
"I would not change this minu-
te for Elysium"

photos by Harve



up-front



Escape with (?) Half a Sixpence

By SANDY STEWART

'Quit school baby!' For people like film director George Sidney who 'digests' all he can 'absorb' formal education is 'too slow'. For that reason Sidney quit school in grade 8 to educate himself. According to him, he has been successful in becoming what a Glendonite calls a 'whole man'.

Sidney's name is well-known in the motion picture industry. Some of the 28 movies he has directed are 'Annie Get Your Gun', 'The Eddy Duchin Story', 'Pal Joey', and 'Bye Bye Birdie'. His most recent is the musical, 'Half a Sixpence', which has already received a top rating in England. Now he is touring Canada and the United States to promote this new movie.

On tour Sidney refrains from saturating his conversation with 'Half a Sixpence'. Instead he takes the opportunity to learn more about the thoughts and actions of the young generation, his po-

tential audience (under forty years to him). Understanding the audience helps Sidney form a purpose for a movie and he directs a film with that in mind.

Escapism. Sidney is not afraid of that word. He believes people need to forget newspaper headlines about the father in Ohio who murdered his children. Despite the robberies and killings, to him 'Bonnie and Clyde' is an excellent example of the effect of escapism. The audience identifies with the need for freedom and relishes in the humorized exploits. But the final scene mirrors reality and to Sidney the audience hates the end for that reason. Such a movie makes one identify, hate, love, and 'get hooked'. This to Sidney fulfills the purpose of a motion picture --to entertain.

Unfortunately Sidney said there were limits in the production and quality of entertainment. He himself is against censorship. In the absence of censorship he claimed there would be a competition for 'good taste'

and as a result pictures of 'slushy junk' would disappear. The lack of good original musicals is due to the shortage of good lyricists and composers. Sidney strongly hopes that soon Lennon and McCartney will write a musical score for he believes they have the talent. Currently, Sidney has several people working on an original score which he has decided will be a 'funny comedy'.

'Half a Sixpence' demonstrates Sidney's 'vérité' technique with a movie. When casting he feels the part to be played is more important than the name of the actor chosen. Sidney said 'Morgan' and 'Georgy Girl' illustrate the success of this method versus the 'Burton team' method. As a result he cast the rock and roll idol in England, Tommy Steele, to play the irrepressible 'Kipps' in 'Half a Sixpence'. The film is based on H.G. Wells novel, 'Kipps'.

The plot of the musical is simple. Kipps, a poor boy, fell in love with Ann, a poor girl. However after being left

a large fortune he attempted to enter Edwardian high society and became engaged to a rich girl. Facing the fact that he did not belong in high-society, he married Ann after all. Sub-plots, if one can find them, are weak and non-effective in this musical and there is little character development. Sidney must have seen this as a light-hearted situation which with technical skills, could be developed into a delightfully entertaining movie--to be used as an escape from one's problems.

The major characters, as well as the chorus ensemble, have made David Heneker's music and lyrics together with Gillian Lynne's choreography literally come to life on screen. Numbers such as 'Half a Sixpence' and 'If the Rain's Got to Fall' are what the director intended them to be--entertaining.

Not once does Steele as 'Kipps', Julia Foster as 'Ann', Cyril Ritchard as 'Chitterlow' or any other on stage lose interest in their roles. Perhaps this is a result of the spontaneity shown

throughout. Even the numerous dancing numbers seemed impromptu and thus do not have that over-rehearsed look. More effective is the energy displayed in all the acting, singing, and dancing. Amazingly enough it is sustained throughout. This, unfortunately, tends to fatigue the audience because there is no relief from the intense enthusiasm.

By combining the British settings, such as Blenheim Palace and Henley-on-Thames, with the American techniques in filming Sidney has succeeded with the first musical filmed in England. This is only the beginning for eight more, including 'Oliver', will be soon released with a 'made in Britain' label.

Why does a man who plays six instruments, has 40,000 negatives on file, collects French impressionistic paintings and is the vice-president of Hanna-Barbara Productions devote so much time, energy, and talent to a movie like 'Half a Sixpence'? Sidney simply says it's 'fun' and 'I love it'.

'Ulysses'-a nice try but the book was better

By DAVID BEARD

It would seem on the face of it that a novel with a certain narrative combined with the stream of consciousness technique would make an excellent film. Perhaps this was in the minds of those who conceived the idea of making Joyce's novel, Ulysses, into a film. A film must be assessed on its own terms. As a film, Ulysses is a failure.

Joyce, when he is allowed into the film by direct quotation, is never a failure. But when the conceivers of his work attempt to translate the word into a visual form, they fail. The

form of the film is very shaky. The characters, with the exception of Bloom are poorly developed. The film relies on the viewer's knowledge of Joyce. Minor unities are brought forward to strengthen the shifting structure. If it could be pure Joyce it would never fail.

The structure is poorly thought out. The most blatant error lies in the treatment of Molly Bloom. In the film she is neglected as a character and then in the last big slice of the film we are confronted with her soliloquy. Visually it is long and dull. The words are magic. Their beauty does not fail to move us. Joyce at his best is never dull.

The obvious remark comes to one's mind, who needs pictures with these words? But the conceivers of the film must have thought that some fancy cutting would help! Here it is clear that the stream of consciousness suffers from some visual pollution. The structure has collapsed.

The characters are shadowy. Stephen and Mr Dedalus remain undeveloped. Bloom emerges as the only developed character and one would think from the film that its conceivers were dealing with the 'Jewish problem'.

One scene that comes off with a great amount of sensitivity concerns Bloom. Bloom is watching a woman on the beach. His mounting interest in her is well portrayed. She responds. She entices him, but his impotency cannot be overcome. Finally she moves and he is aware that what aroused him, in that illicit moment, was a crippled woman. If each character could have been developed as quickly and effectively as Bloom is in this scene, the film would have been successful.

A minor unity that helps the film is the city of Dublin. This acts as a frame for the film. In Dublin, on this day, minor and major characters interweave. The result is a fabric of characters whose daily occupation compose the life of the city. Their relationship is treated with a naturalness that, in the case of the man to man relationship, has been lost for sometime in the American film. But in Joyce this interweaving gave a sense of predestination. In the film the character's paths cross, but it comes out as though they just 'miss' each other by accident. These attempts



Barbara Jefford as Molly in Ulysses

at unity are well handled, but they cannot substitute for the lack of basic form.

A knowledge of Joyce is essential in order to get the most out of the film. Perhaps the film fails because it is impossible to translate a book into a film, but this is not the reason why this film fails. Those who conceived the film realized that there were certain facets that must remain in order to maintain some semblance of the novel. Given these facets the makers of the film had to weld them into a narrative and make some gesture towards the stream of

consciousness. This combination failed because the film is, as such, always a narrative. If the makers had stuck to a narrative technique it might have succeeded. Joyce could handle other forms, but the film makers cannot.

Perhaps it was a nice try, but I don't think so. Unless a film maker masters his form, develops his characters, and relies on the film to dictate its own terms it is most unlikely to succeed. These are the reasons why Ulysses, as a film, failed.

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SAVE

English 251- The Good, The Bad and The Indifferent

By VIANNEY CARRIERE

'One of Glendon College's greatest problems,' says Michael Gregory, director of the English Department, 'is also one of its main qualities. Here, students are not only allowed to criticize their courses, but they are actually encouraged to do so, and their criticisms are usually considered.'

The purpose of this article is both to criticize and to analyse. It is not the subjective opinion of one student, but a formulated opinion resulting from thought and from discussion with both students and faculty. It should, in all fairness be pointed out that this article will be largely irrelevant by the time it is printed. The courses in English will change greatly next year, so that many of the problems discussed here will not be pertinent to students now in their first year.

It is part of Glendon's 'special ethos' that its graduates, by the time they leave the college, shall be fairly bilingual.

This has repercussions on English as well as on French at the college. Students here must take English during their first two years, regardless of whether they intend to major in that subject. In second year, the compulsory course is English 251, described in the calendar as 'a linguistic and interpretative examination of a historical range of literary texts, prose and verse, dating from 1600-1900.'

This course, consisting of three hours a week, is divided into as many components: lectures, seminar groups, and workshops. Each of these classes is designed to do something special, which is not possible in either of the other two.

English 251 has not been a popular course among the students. There are several reasons for this, and one of them has already been touched upon. The course is compulsory for all students in second year, but it is designed as an honours course. The course too, is a very rigorous one, so that this means that students who are not majoring in English and who can not be interested in the course content to a very great degree, were nevertheless given a course and a workload which should properly have been restricted to English majors.

Staff and students agree that only after hours of hard work does the course content of English 251 begin to come alive. The students who were never willing or able to take this time, were thus left with an amazingly boring course in English literature. Whether students in university should be expected to spend as much time on a compulsory course as they do on their chosen discipline, is an open question, but a pertinent one.

At any rate, this is a problem which has been solved. First year students will be pleased to learn that they will be offered alternatives in the coming year.

INCONSISTENT LECTURES

The lectures in English 251 constitute the main point of criticism. As one professor pointed out, the lecture system is bad enough when everything else is going for the lecturer. But this was not the case here. In considering the lectures, it is important to remember that English 251 was an experimental course. If the purpose of these lectures seemed vague to the students, they will be pleased to learn that several of the lecturers were also baffled by them. But beyond this, there were several things that were wrong, and that might have been avoided.

The students, for instance, did not know what to expect from one week to the next. There was such a discrepancy in the lectures as far as interest, relevance, and intellectual value went, that they were quite naturally confused. The lecturers fluctuated in their approach, from providing the students with interesting sidelines, to outlining background material. Most of the students never quite found out what they were supposed to do with these lectures, let alone how to prepare for them, or how they were related to other segments of the course.

It would have been simple to have provided the students with a schedule so that they could attend the lectures with some preparation. As things stood this year, this weekly event was largely wasted. Surely the best thing that could have been done in these lectures would have been in the way of providing background material. One English professor went on to say that 'A lot of them were very bad. The lectures should have been just full of points of information from which the student could pick those that interested him, and pursue them on his own.' As things are, few of the lectures made the students want to do anything.

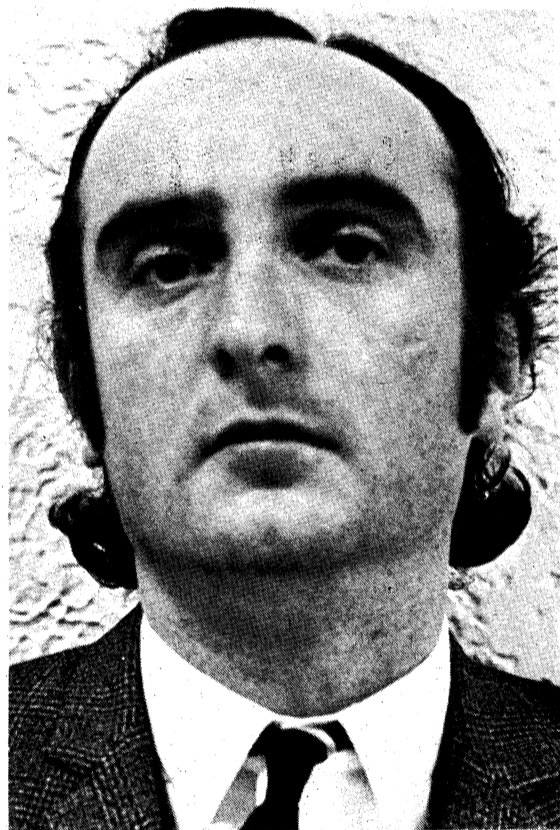
There are exceptions, of course. Some of the lectures were brilliant, and some were entertaining. And the fact remains that for all the criticism that the students provided, attendance throughout the year was excellent.

INADEQUATE SEMINARS, HEAVY WORKLOAD

The seminars are much more difficult to discuss, and to do so competently would have required attendance at all of them several times during the year. On principle however, the form and manner of approach for the seminars was left up to the individual leader, and varied considerably. Some people used the seminars as merely another lecture, while others took up original material that made an attempt at complementing the lectures.

But here again, the seminars proved inadequate. This indeed was the conclusion of several teachers who decided to hold more informal meetings once or twice a year. The fact is that because of the amount of material that had to be covered, one hour a week was simply not enough. In the future, two alternatives should be considered, to cut down on the course content, or to add one, or even two hours of classes a week. Here again however the question arises as to whether non-English majors should be expected to comply with this.

The workshops are perhaps the most easily acceptable part of English 251, but in many ways, they stand apart as virtually a course in themselves. This of course is not supposed to be the case, but the emphasis on the varieties of language in the literature part of the course in over-looked by very many students. The workshops then are enjoyable and interesting. It is useful to consider the rest of the course in the light of them.



Professor Michael Gregory: Student criticism of their courses is one of Glendon's greatest problems and also one of its main qualities.

Many of the students dissatisfied with English 251 still use the argument that they dislike the scientific attitude of looking at language which linguistics seems to suggest. It is odd then that these students admit that they enjoyed the course which they took in first year, which was certainly much more technical, and go on to say that they enjoy the workshops this year. It is at this point that we begin to wonder if there is not more than meets the eye in the argument of these people. If we pursue this with several students, we are eventually forced to the conclusion that the main argument against English 251 is based on the simple fact that it is a course demanding a great deal of work and time. And the course does not become interesting until this fact is accepted.

However, even if it became quite evident that the workload was the biggest single objection to English 251, it would be a mistake to attribute this to laziness alone. We must remember again that this course is compulsory, so it should be made as acceptable to the students as possible. I suggest that perhaps the workload of the course is too heavy. Certainly, a fantastic amount of literature is covered, and apart from the obvious problem of putting everything into context, a task which the student is expected to do on his

own (and one which is recognized by the English Department since next year a historical outline will be provided), there are problems of sources in the library, of time both when the student is on his own and in the classes. Most of all, there is the obvious problem of student interest.

COMPULSORY BOREDOM

Is it important that students like their courses, or that they be interested? Some professors have suggested to me that it is not. Are students capable of assessing the value of a course while they are taking it? Again this is open to argument. However, concerning this specific course, one thing is clear. The students who are taking it have had one trauma after another with English at Glendon. They are the students who came here last year not knowing what linguistics was, and not forewarned at all about the basic facts of what they were about to study. The fact that English 251 this year is an experimental course, does not begin to justify the way in which it was handled. Standing on the outside at any rate, one cannot help but have the impression that there was much chaos and confusion that could have been avoided. Several English professors have admitted as much.

The exam which the students now have is something else again. Supposedly, this exam will 'test what the student knows, and not what he does not know'. Whether in fact it does this, is questionable. It is questionable too, whether in fact the exam does narrow down the fantastic amount of material that was covered this year to a cross-section that can be studied in depth. The English Department, I suspect, will be disappointed in the caliber of the answers on this exam, simply because the fact that the students have seen the questions does not make that much of a difference. Questions that are not seen until the exam is handed out can be guessed at with quite a degree of accuracy in most cases. The exam which we have now is not likely to affect the marks one way or another, or if anything, it may bring the class average down, perhaps considerably. The students should not presume that there is no way in which they can fail English.


The question of pass-failure brings up another interesting point. Professor Gregory has said: 'It is very difficult under the system at Glendon to give a student anything less than a C. If he has done the minimum of work, and if he is reasonably intelligent, he is virtually assured of passing.' Fine. But if the student is not interested, if the course is not presented in such a way as to arouse the slightest bit of interest, or even if the student feels this rightly or wrongly, then I suggest that there is something wrong either in the course itself, or in the way in which it is presented. In September, even to a student who is virtually assured of at least a C, the prospect of spending a year studying a course which does not interest him in the least, is not at all pleasant. Is it necessary that students like their courses? Perhaps not, but it certainly helps.

AN EXPERIMENTAL FAILURE

We are left then, with two ways of viewing the matter. We may assume that the students taking English 251 were simply too lazy to take the time to make the course interesting themselves, or we may say that there was something fundamentally wrong with the structure of the course. If we accept the first premise, then it should apply to all courses, and presumably, there are some courses that work some students up. Indeed, there are some students who are caught up by English 251, but a course, like an individual, has an image, and that of English 251 is not a good one. The second premise is more interesting, especially in the light of the fact that students next year will be offered alternatives. Most interesting of all however, is the premise which we obtain by combining the above two. We may say, in respect to English at Glendon, that students are lazy, or that they are tired.

The students, everyone will agree, have done rather well in accepting their linguistic heritage at Glendon. But they may be tired of experimental approaches and of experimental courses. Not to say that they are all inveterate conservatives, but perhaps, for these students, many of whom will not be taking any other English course in their life, it would have been nice to have had a decently planned course to remember this discipline by.

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