

Pro Tem

LE JOURNAL ÉTUDIANT DE GLENDON / GLENDON'S STUDENT NEWSPAPER

**Depuis 1962
and Anticipating
More Years.** **50**



Letter from the Editor

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PRO TEM GUEST EDITORIAL, BY DAVID V. J. BELL

I'm honored to be invited to serve as co-editor for this issue of *Pro Tem*, a position I last held in 1964-65! It's gratifying that the name *Pro Tem* (adopted with tongue in cheek) has survived despite its obvious ephemeral quality. The student founders of the paper were fairly confident that a more enduring moniker would emerge within a few months of the original publication in February 1962. But then the name caught on – and I'm glad it continues.

A bit of personal background. I began my undergraduate life here at Glendon, as a member of the third entering class of York students, 50 years ago this Fall. The total student body numbered around 300 spread over first, second and third year programs of the 3 year “general” Bachelor of Arts program. At that time the Keele campus had not even been conceived, so we constituted the total student enrolment of York University. There were about 40 faculty members. York was smaller than nearly everyone's high school.

Despite its tiny student body York was an intellectually exciting place. The vibrant sense of community among students, faculty, and staff extended far beyond the classroom. There were academic clubs and guest lectures and musical performances and foreign films and lively common room discussions. Traditions were emerging. We defined a “tradition” as anything that had been done the year before. The place was alive with pranks and practical jokes and endless amounts of literary humour (including the occasional writings of a fictitious student named Chuck Brayfield, who even managed to get outrageously satirical letters to the editor published in the *Toronto Star*).

A distinct intellectual identity had already emerged, inspired by founding President Murray Ross's writings about *The New University*. York embraced ideals of interdisciplinarity, the integrity of all knowledge, and a quest for well-roundedness, balance and wholeness. Ross had written “...when specialization requires or implies that knowledge be limited to one narrow area of life, and that an individual's view of mankind be lacking in perspective and that he be insensitive to the problems of the modern world, then certainly there is need to question the adequacy of an educational system that produces such specialists.” York would strike a new path, true to its motto *Tentanda Via* – the way must be tried. The sculpture of the “whole Man” reminded us daily that even as undergraduates we were embarked on an intellectual journey that was new and different and wonderful – and a bit scary.

York's ideals have served the institution well through its first half century. York has innovated in a number of key areas: General education at the undergraduate level; interdisciplinary graduate programs in both the Social Sciences/Humanities and the Natural Sciences; the world's first Faculty of Environmental Studies (itself highly interdisciplinary); a unique Faculty of Fine Arts, and so on.

But looking ahead 50 years I believe that York's founding ideals need to be reinterpreted and expanded. It is abundantly clear that in the wealthy countries like Canada and the US; the emerging economies like China and India; and the poorest countries like Haiti, Zimbabwe and Afghanistan: the current trajectory of development is environmentally, socially and economically unsustainable. Although my perspective on the key to a more sustainable future has evolved over the past 2 decades I am now absolutely convinced that education is the sine qua non of a successful transition. I believe that as a species we face an “educational challenge for humankind” – can we *learn* to live differently on this planet?

Consider this formulation. In the 19th century some people were “pupils”; in the 20th century most of us became “students”; in the 21st century all of us must become “learners.” We must learn to live sustainably on this planet. Educators become less the omniscient imparters of knowledge (access to which is expanding exponentially through the internet and social networks) than coaches and mentors in the learning process; themselves life-long learners.

If Murray Ross were writing today about the educational underpinnings of a new university he would surely describe sustainability education as required general knowledge for the 21st century.

How does all of this relate to Glendon in the year 2012 and to this issue of *Pro Tem*? To begin with, the theme of this issue, *anticipation*, reflects a central tenet of sustainability: “it is better to anticipate and prevent than to clean up after the fact.” (ORTEE - Ontario Round Table on Environment and the Economy, 1992.) We need to think ahead and anticipate the future consequences of present day actions such as our wasteful use of energy and our growing reliance on fossil fuels (despite the irrefutable evidence of anthropogenic climate change). We need to consider the future implications of growing inequality in our society, and of a world population greater than 9 billion half of whom (if today's situation is replicated in 2050) will be living on less than \$2 US per day.

Glendon has the potential to become a living laboratory of sustainable practices and behaviours. Thanks to a group of current students mentored by Sociology professor Stuart Schoenfeld (and assisted by one of Glendon's first undergraduates John Court), a new website (<http://glendon.iris.yorku.ca/>) situates Glendon in its natural and historical context and discusses “Conservation, Preservation and Sustainability” of the campus. Current students can find out about the immediate environment as a step toward enhancing their sustainability literacy. They can “connect the dots” (one of my favorite definitions of sustainability) between the past and the present, and between the environmental, social and economic aspects of Glendon. They can start “conversations about the future” (my other favorite definition) that they envision for their own and subsequent generations, expanding their focus from the very local to the global. In short, they can learn and practice attitudes, values, and actions that will help bend the curve toward a more sustainable future.

Merci beaucoup. À l'avenir durable!

David Bell BA'65 (York/UofT) AM '67, PhD'69 (Harvard University) is Chair of Learning for a Sustainable Future (www.lsf-1st.ca) and is Professor Emeritus and Former Dean, Faculty of Environmental Studies, York University.

GLENDON HISPANIC CLUB - CLUB HISPANIQUE DE GLENDON

ADD A BIT OF SPANISH FLAIR TO YOUR GLENDON EXPERIENCE BY MELISSA DELGADO CONTRIBUTOR

Si te interesa la cultura hispana o la española, si te gusta el idioma español, o si quieres saber algo más de estos países, el club es un buen sitio para comenzar.

Si no hablas español, ¡no tengas miedo! Las reuniones son bilingües, incluso a veces trilingües. Todos los miércoles estamos en el aula B217 a las 5:00 de la tarde, descubriendo entre todos la cultura de diferentes países de la América Latina y de España, comiendo comida hispana, viendo películas, charlando en inglés y en español sobre las diferentes costumbres y realidades de nuestros países...

Nosotros organizamos también salidas fuera del campus y tenemos nuestra noche de baile (Pub Night) - ¡con vuestra música hispana favorita! Hemos ido a conocer restaurantes hispanos de Toronto, como el mexicano Chimichangas; pero también nos gusta oír sobre la historia de diferentes tipos de chocolate: el rico chocolate caliente mexicano, el cacao fuerte colombiano, el nicaragüense... y todo esto en la



COURTESY MELISSA DELGADO

fábrica de chocolate Soma. Las películas son nuestro punto débil, y nos gusta organizar tardes de palomitas y cine - siempre procurando hacer llegar el cine hispano y español con todo su significado. Así, juntos, descubrimos a nuevos directores de cine que crean obras que siempre se quedan en nuestra memoria. Sin ir más lejos, recientemente vimos la película mexicana "Frida". La película no dejó indiferente a nadie la vida de

esa apasionada pintora, con una visión muy particular del mundo.

We love getting together and dancing so make sure you keep your eyes peeled for our famous and fabulous Salsa Dancing nights. Whether you are an expert dancer, or people say you've got two left feet- come and have some fun while we sway to warm southern rhythms! We don't offer official classes but rather a safe and fun

space to try out some moves, and get them ready for our spring pub night.

We also have amazing opportunities coming up and a chance for you to step up your leadership and involvement on campus for the upcoming year. Many of our executive team members will be graduating this year, which means we will have some vacant spots to fill in our team. If you love culture, organizing events and want to create a great environment at Glendon, then this position is for you. In order to be part of the executive you must come out to the meetings on a regular basis but the semester has just started and there's still plenty of opportunities. Let one of the executive members know of your interest and they will be able to give you more information.

Make sure you follow Glendon Hispanic Group on Facebook to get our event updates and if you've got questions, comments, or suggestions, feel free to email us at glendonhispanicclub@gmail.com

¡Nos vemos pronto!

WELCOME TO THE 21ST CENTURY, PRO TEM

YOU CAN NOW READ *PRO TEM* ONLINE!

BY ELSA ASCENCIO ENGLISH ASSISTANT EDITOR

TRANSLATION BY PAOLA PAULINO FRENCH ASSISTANT EDITOR

When our first issue came out in November 2011 after last year's hiatus, Glendon students have welcomed *Pro Tem* back into the Glendon community, but have voiced one major issue - where can I read *Pro Tem* online? The answer to this question was that *Pro Tem* was not available online. We do have a web page on Glendon's Library website, but it currently only holds archived copies of *Pro Tem* and there is no way for Glendon students to comment on articles.

The solution to this problem is for *Pro Tem* to construct its own website. However, constructing a website takes time to program and we were faced with the reality that a website will not be ready for Glendon students to use and comment by the end of this academic year.

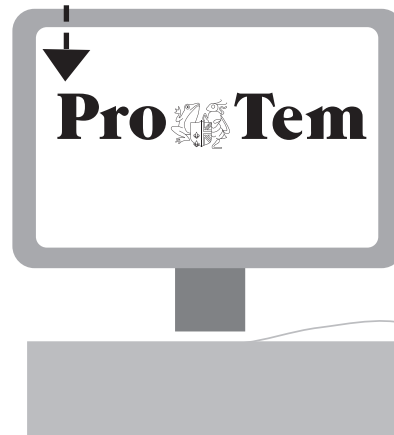
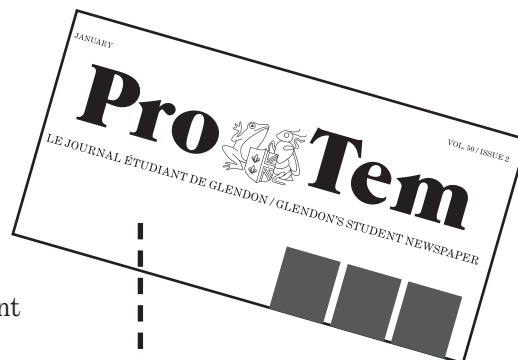
While we are still striving and working on building a permanent website for *Pro Tem*, we recognize that the need for an online copy of *Pro Tem* is strong and for this reason, we have set up a Tumblr page in order to release copies of our newspaper. The URL of our page is protemgl.tumblr.com.

So why Tumblr? We have found Tumblr to be an effective and efficient outlet to post our newspaper online. *Pro Tem* will be posted in PDF form, thus this should make it much easier for students to download *Pro Tem* to their eReaders or read them on their smartphone.

De plus, Tumblr est connecté aux autres sites sociaux, comme Facebook et Twitter. L'importance de ce fait est que les étudiants auront le choix de partager leurs opinions sur les articles. Quand nous mettons une page d'articles en ligne, ce sera immédiatement mis sur Facebook et annoncé par Twitter. Notre espoir est que vous, les étudiants, n'allez pas hésiter de commenter et discuter.

C'est un projet en construction, mais nous à *Pro Tem* espérons que c'est un autre moyen de rendre *Pro Tem* encore plus fiable afin de refléter véritablement les opinions et les voix des étudiants de Glendon. Donc, venez nous retrouver à notre site Tumblr : <http://protemgl.tumblr.com/>.

Laissez vos commentaires sur notre initiative sur Tumblr, Twitter ou Facebook!



L. GLASSMAN

QUESTIONING AND UNDERSTANDING ISSUES IN CANADA (Q.U.I.C.)

DIVING INTO SOCIAL ISSUES AND RAISING THE DIALOGUE AMONGST GLENDONITES

BY NAZAMPAL JASWAL CONTRIBUTOR

Solutions for social issues can hardly be a quick fix, but newly formed Glendon club, Q.U.I.C. (Questioning and Understanding Issues in Canada), aims to explore Canadian social issues and create open dialogue among students. On January 23rd, Q.U.I.C. organized its' first event called *The Crisis of Poverty in Ontario*. The event featured the Ontario Coalition Against Poverty and social justice reporter from *Toronto Star*, Laurie Monsebraaten.

This forum explored the history around current conditions of poverty in Ontario, including the consequences of major budget cuts to social programs and welfare programs. Q.U.I.C. hopes to continue this dialogue in future events and is currently connecting with other students who have been involved with projects that focus on combating poverty.

If anyone is interested in learning more about Q.U.I.C or about future events, please go to Q.U.I.C.'s fan page on Facebook!

AVEZ-VOUS UNE OPINION? ECRIVEZ-LA.

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GLENDON'S RENAISSANCE MAN: A CONVERSATION WITH DAVID BELL

INTERVIEW WITH GLENDON'S EARLIEST EDITORS

BY DARNEL HARRIS
CONTRIBUTOR

Dr. David V. J. Bell (B.A. 1965, Ph. D. 1969) has accomplished much since his days as co-Editor of *Pro Tem* in the 1960's. Since leaving Glendon, his focus has been on Governance for Sustainability – the transformation in decision-making practices and policies that will be necessary to support sustainability in the public, private and education sectors. On occasion of the fiftieth anniversary of *Pro Tem*, which launched fifty years ago this month, he sat down with our reporter to reminisce on the past (where the Editor's job included typewriting and copying every page via a stencil) and share his thoughts about the what he anticipated the future holds for both this paper and our campus.

Q: What were your experiences with *Pro Tem* and Glendon?

A: In the first year, as *Pro Tem* started up after winter break, it had its critics. One of the sternest critics was my old high school buddy, Tony Martin. All three of the immediate past Student Council presidents from my high school – Don Kantel, Tony and myself - came to Glendon.

Kantel thought the paper wasn't of sufficient quality, and within a few months he created an alternative, which was pretentiously titled *The Forum*. I was one of the contributors. Shortly after that, Bill Farr, who later served as one of York's Vice Presidents, and his friend Frank Hogg, came up with, *The Rival* which made fun of both. *The Forum* soon died out, but *Pro Tem* did not, and I got more involved later on. The whole situation was pretty anarchic, but also fun. The writers believed that there was nothing too iconic to be roasted.

At the same time as this intellectual banter was going on, about every week we had some unbelievable practical jokes that would keep you amused. One week someone climbed up to the smokestack and put a sign on it that read York Peanut Butter Factory - no idea how they did it. Another day, a concrete block wall was erected on the road around the campus overnight. Once, the Registrar was working late, and some audacious students picked up his tiny Volkswagen, and put it into the grove of trees outside the cafeteria, and made it impossible to get out. There was actually an award for the best prank of the year, and the award was a parking standard stolen from in front of Queen's Park!

Q: What was your favourite issue of *Pro Tem*?

A: My favorite issue was a special piece dedicated to a memory of a fictional student named Charles Brayfield. This persona was Bill Farr's invention and he used Brayfield as a mouthpiece for his satire of the university. 'Chuck' even wrote letters to the *Toronto Star*, some of which were published. In one, he actually proposed to cut students' commuting costs down by making part of the residence into a brothel! Really, his satire was crazy, but people believed this person was real, and took it seriously, so we were all in hysterics about that.

When Bill was about to graduate though, something had to happen to put an end to Chuck, so the story was circulated that Chuck died in Venice by drowning in the canal after falling from a gondola. Amazingly, staff and students started lamenting the loss of this student, and even pretended to have known him! Faculty members were overheard saying the University should do something when a student dies like this. We decided to publish an issue in memorial – so every columnist got their assignment in which they had to write their personal memories of Chuck. I'd just won a Fellowship to do graduate work at Harvard, so I called mine – *Charles Brayfield, A Scholar's Scholar*. Even after this issue, many people did not know this was simply a creation of Bill's somewhat demented mind.

Q: What was the role of *Pro Tem* - a student production or a community affair?

A: Although there were mentors and advisors to particular students, the paper was mainly a student work, except for one famous issue. There was a huge debate taking place about the future of York, whether it should stay true to its small liberal arts college vision, or expand to a "multi-versity" like the province wanted them too. Several professors thought expansion was a desecration of everything they had been recruited to do at York. So a group of them took over *Pro Tem* and published a faculty issue that was essentially a critique on the expansion and an attack on the President. Needless to say it was not well received by the administration. Several left York, and two in particular went to Trent which did stick to the small liberal arts focus York was supposed to have had.

Q: When people talk about lack of campus activity, everyone blames the students. However, would you say the lack of interest from professors and staff has had anything to do with it?

A: One of the things that will help students be interested is if faculty and staff are organizing things that are interesting. It's a little bit like Edmund Burke, the English political philosopher said, "If you want people to love their country you must make the country loveable." So if you want students to be interested, it helps to have interesting things going on. I know there are faculty members at



COURTESY DAVID BELL

“Glendon is a very special place, with an idyllic natural setting, and it is becoming aware of its natural setting through the efforts of dedicated students and staff. This will help encourage a much greater sensitivity and sensibility regarding sustainability challenges in the future.”

DAVID BELL

CONTINUED ON PG 5



KARALEIGH HAYES

CONTINUED FROM PG 4

Glendon now, as then, who have a passionate interest in the university or their subject or in topics of importance to the local or wider community, and when you have that passion, it's infectious and students rally to it.

However, there are opportunities for students to initiate, and some students are doing that. If you have a lot of energy and commitment within the student leadership group, then you probably don't need as much support from faculty. There are different kinds of support; financial support, an administrator who is helpful in terms of the technical stuff, but most student newspapers are run by and large by the students. Problems occur when there is a failure of renewal, and a failure of succession planning. This needs to be organized and formalized in order to assure the continuity and high performance (of student organizations and particularly of the student paper), and there are models available.

Q: Why is Sustainability important in your opinion?

A: I'm convinced we're in a critical period of human development. We're on mainly unsustainable paths and are reaching some thresholds of irreversibility. If we don't change paths, there's a point of no return. So I think sustainability is the key of the survival and flourishing of humanity, not to sound overly dramatic.

Q: What led you to found the York Center for Applied Sustainability?

A: The first year I was Dean of Faculty of Environmental Studies (FES), I was appointed by Premier Bob Rae to sit on the Ontario Round Table on Environment and Economy (ORTEE). I found this was a great concept. It was set up to break down barriers, and bring together individuals from the business community, environmental groups, and academe to seek common ground in tackling tough issues like climate change. It transformed my thinking.

I was convinced that the university needed to get more involved in sustainability research, which also had a direct application to our key serious social and environmental challenges. Up to that point I would often explain to people I was trained as a theorist, and until my time in FES, my personal motto had been, "This may be alright in practice, but will it work in theory?" So this was a complete reversal for me. Mike Harris abolished ORTEE, but I convinced the provincial government to pass the space and resources of ORTEE on to YCAS, which carried on the collaborative, solution-focused approach to issues like air quality and human health.

Q: What do you think the future of this paper of *Pro Tem* could hold, and what do you see as Glendon's role?

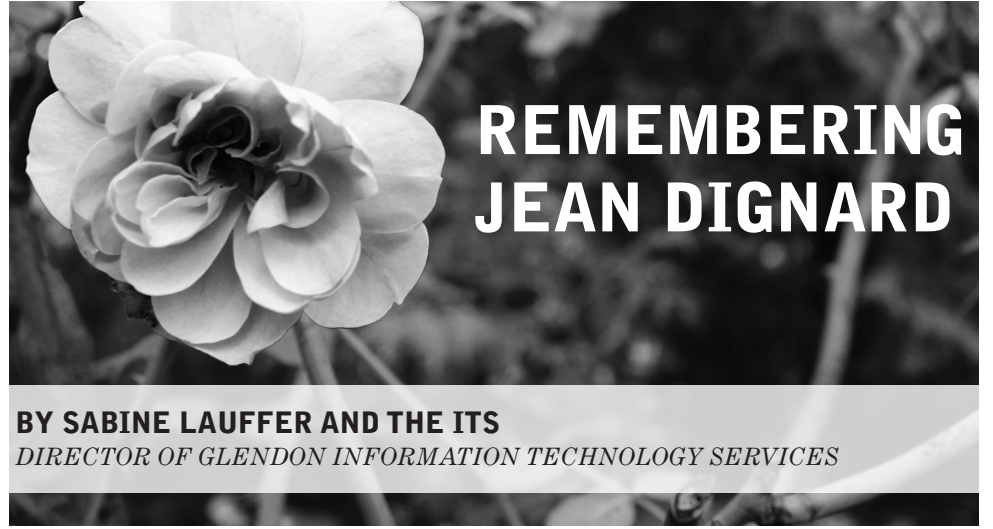
A: I think *Pro Tem* should remain a student initiative, but a student initiative focused on the community, so therefore a lot more engagement with the intellectual community at Glendon. Highlighting the academic/social successes and challenges involving students, staff, faculty and the wider community is a vital first step. In so doing the paper will become an organ for discussion between community members and those who interact with us around these urgent issues. *Pro Tem* should not be narrow or superficial, and it's great to have this mix of both challenging and uncontroversial content, and be a place where students, staff and faculty can exchange thoughts.

Glendon should not make a radical break from the past. I like the bilingual thrust which should be maintained and strengthened, as well as the continuation of Escott Reid's vision (Canadian Diplomat and our first Principal) as a place where people who are interested in public policy or public decision making get a very good education within a strong intellectual community of ideas.

However, we should take York's original mission, the idea of general education breaking down disciplinary barriers and update it by embracing sustainability-based education. Glendon would then emerge as a place where all of York's and Glendon's different commitments - to interdisciplinarity, innovation, bilingualism and public mindedness - are set in a context of sustainability.

Glendon is a very special place, with an idyllic natural setting, and it is becoming aware of its natural setting through the efforts of dedicated students and staff. This will help encourage a much greater sensitivity and sensibility regarding sustainability challenges in the future.

GIVE US YOUR OPINION: PROTEM@GLENDON.YORKU.CA



REMEMBERING JEAN DIGNARD

BY SABINE LAUFFER AND THE ITS

DIRECTOR OF GLENDON INFORMATION TECHNOLOGY SERVICES

KARALEIGH HAYES

Jean Dignard was a very special person. As the primary contact at the Helpdesk, he helped thousands of faculty, staff and students over the course of his 10 years at Glendon. There are many aspects of his job that he enjoyed, but most of all he loved working with students and his Helpdesk techs, who he supported and mentored. Jean provided many job references and invited Helpdesk alumni back to movie nights and Christmas parties. Jean created a sense of belonging at the Helpdesk and will be greatly missed.

"Jean never let a work study [a student working at ITS] work under pressure. He was always understanding and thoughtful of the people around him. One thing I miss most about having him around would be the random 'Hellos' and compliments he would give me, which would always put a smile on my face."

— *Kawsar Mauthoor*,
Helpdesk Technician

"Jean Dignard was a great man. He hired me to work for him 3 years ago and during those 3 years, I learned a lot of things. Not only was he honest, sincere and helpful, he was also funny, kind and very easy to get along with. He was very lenient with our shift schedule and always sensitive to our situation if for whatever reason, we would not be able to make it to work. He would also personally make sure everybody would enjoy working on their shifts.

What made me appreciate Jean the most was the effort he made to be involved in our lives. Whether it was our interests, academic, social or professional, or our program of study, or just simply the game the previous night (not the Leafs game though, he was a big Habs fan!), he would always have a conversation with us about it. Jean not only made the effort to be interested in our lives, but he was always thinking ahead and asking us about deadlines and exams. He was very interested in helping us with our schoolwork and our future careers.

I remember in April about 2 years ago when I came to the Helpdesk stressed and frustrated because I had not been able to find a summer job. He asked me about it and said "Don't worry too much about it, man. I'll try to figure something out". He left shortly after to troubleshoot a classroom and came back with a job posting from Extended Learning. He quickly drafted me a reference letter and encouraged me to apply for the job. I had the job interview that same day and within a week, I got the job and who was there



COURTESY GLENDON ITS

to congratulate me with a big smirk and a sense of "I told you so!"- It was Jean.

I will forever be grateful to Jean and I will never forget the impact he had on my life. I will miss him terribly but I am sure he's in a much better place now and he's looking upon us with happiness and love. Thanks for everything, Jean Dignard and rest in peace, my friend."

— *Shabbir Auhamud*,
Helpdesk Technician

"When I first met Jean I was a little intimidated by him. He had a less-than-standard way of greeting people who came to the helpdesk. Working here I learned that Jean was far from scary. Jean used to make us laugh. He was very protective of us "work studies". He never treated us as any less than equal.

He was kind, happy, caring and the best kind of quirky you can imagine. I never dreaded going to work because of the family Jean had built here. He was always eager to impart his wisdom and his life experiences with us.

Intelligent. Surprising. Protective. Humble. Artistic. It's impossible to define my experience at ITS with Jean Dignard in so few words. Jean Dignard was the kind of manager and friend one dreams for and then dreams to be like in the future. He will be missed here and he is irreplaceable."

— *Rosa Tarulli*,
Helpdesk Technician

"I did not know Jean for long time, I became a part of a team only this year, but working with Jean was always enjoyable and fun, he was one of the most positive and happiest people I knew. I will truly miss him, he was a great boss, colleague but for most of us he was our friend. Rest in Peace friend."

— *Andrey Dolin Maltsev*,
Helpdesk Technician

Issues and Ideas

MAKING THE FRENCH GRADE REALITY VERSUS BILINGUAL DREAMIN'

BY DARNEL HARRIS
CONTRIBUTOR

At the end of last year, a group of five students won a major academic prize. How major? It was considered the best undergraduate essay in Canada on a Canadian topic written in a third-year course. While most of the staff and faculty - if not all - probably know about it, you would be hard pressed to find a student who does. Considering the title was, "Perceptions of and Attitudes toward French L2 Learning Opportunities on - and off-campus, among Students not Specializing in French at Glendon," this is probably not too surprising.

That is unfortunate, as their academically rigorous paper clearly lays out the failings of Glendon's French as a Second Language Program vis-a-vis student expectations and recruitment rhetoric. The debate on how to fix the issue has lately been a priority for the administration, with Associate Principal Françoise Mougeon correctly stating to *Excalibur*, "Glendon cannot claim to be a bilingual institution if half of its non-Francophone students refuse to take courses in French, and graduate with minimal ability to talk about their major in French."

The Glendon Language Centre for Studies in French is supposed to be the solution. However, with scant details available mere months before launch and no sign of a public consultation to help shape the program, concerns rightly abound.

The debate over Glendon's relationship with French has raged from its earliest days, when our campus was supposed to be the place that prepared people for lives as bilingual functionaries, ready to serve our county. Even then, many thought that the idea of a bilingual campus was a pipe dream.

The idea that Glendon cannot simply live up to its goals is perhaps best epitomized by a fairly common piece of advice students receive. All students are urged to try the Explore program, where one can go to Quebec for several weeks to learn the language in a francophone setting and soak up the culture. Not a bad idea, if you aren't a starving student who needs to work to pay your tuition I suppose.

However, even if every Glendon student wanted to go last year, for example, there would only have been enough to subsidize about 40 students. Therefore, even if an enlightening trip to Quebec's hinterland was the panacea for the *anglomalade* that pervades our campus, about 54 out of 55 of us would have to stay terminally ill. If Glendon is ever to reach our goals as a campus community, then we will need to establish a homegrown solution.

Glendon has decided move forward as a bilingual campus, the question remains - How do we get *there*? What is *there*? Well, as a helpful glance in Glendon's recruitment booklet indicates our *raison d'être*, is to become a place

where French pervades our campus, while providing one the skills they need to pursue a rewarding career. If that's the goal, how can we be successful?

If our wish is to teach all students French to at least a level where all can function and communicate effectively in real-life settings, then it's vital to assure the person in the classroom - *knows how to tailor their delivery to their students*. In academia they still seek to hire someone with high intellect, as evidenced by their many degrees. Years of academic research experience only heighten one's value, by this way of thinking. The idea is that high cognitive ability will ensure success in a demanding environment.

However, *teaching skills are not cognitive skills*. For example, researchers observed two instructors. The first was about to do a PowerPoint presentation, but had forgot to turn it on. While she waited two minutes for it to function, she had lost the attention of the room. The second talked and moved through his material, although complicated, with an infectious energy, always offering help if needed. He zeroed in when he saw a student struggling, checked in with a few others kept the lesson flowing. In those same two minutes, the second instructor had surveyed the room, gave personal feedback, and kept everyone moving forward smoothly. The second teacher was successful because of his energy, attitude and style,

and not because of his cognitive ability.

What does this imply for how we should solve teaching disconnect at Glendon? For starters, candidates for teaching in FRLS, should not be selected, paid or retained on an obsolete scale such as one's degrees, or seniority. Teachers should primarily be judged on their proven ability to deliver an efficient and effective learning experience in the classroom. Tenure must be awarded, not as a matter of routine, but on the basis of their actual performance in the classroom. Research has proven that test scores, graduate degrees and certifications are unable to prove who is going to be a success in the classroom.

So, the doors to a Glendon FRLS teaching job need to be opened to anyone with a French B.A. degree *who can come into a classroom setting and prove they can teach!* In this case, as the current system is already being rebooted, we have a golden opportunity to act! If we can assure the new system is only loaded up with people who can teach, we will be well on our way to achieving our goal.

However, the only way that's going to happen at this point is if students make it perfectly clear, through their representatives like the GSCU, and in person to Françoise Mougeon's office, that we won't accept anything less for our campus community but the best - *the best teachers that is*.

THE PROBLEM WITH POLITE

WHY YOUR SILENCE IS SCREWING US OVER...

BY DREW PINKERTON
CONTRIBUTOR

Under normal circumstances, I have a tendency to tell people to deal with the problems they face on a day-to-day basis and to get over them. There are, you see, bigger issues with which we can concern ourselves. Today, however, as I looked down into a small cardboard box with a sad mixture of frustration and hunger at a meal I didn't actually order, I began to realize that perhaps I've been very wrong on this topic.

As we go about our business each day, we often face moments when we simply feel as though *somebody* has done us wrong, or that the omniscient *'they'* don't know how to do their jobs. After being slighted, maybe by a bus driver or that woman at the post office, we usually continue on with our day, though not before we passively comment with an eye-roll, a sigh, or a quietly uttered curse. We replay and make note of the wrongs done against us so that we can later complain to our friends and coworkers of the world's people and their stupidity. If we're really upset, the world may even be graced with a Facebook status or tweet (though do at least try to be clever this time, thank you.)

Unfortunately, staying silent fails everyone. What happened to you is now just as likely to happen to me, and if I act as you did, it will probably continue to happen to others. A dear friend of mine refuses to complain for fear of causing someone to be upset or angry. To her, it's always best that everyone be happy and let others be happy, even at the cost of some inconvenience. On the surface, it's difficult a statement to argue with, but I beg to differ.

You see, it's not that people who complain are trying to cause problems or make waves; they're simply not going to settle for less than what the average person deserves. For instance, if your dish comes from the kitchen at a restaurant and is only a fraction of what you had originally ordered, politely telling the server there's been a mistake is best for everyone. The cook, though probably disgruntled at the moment, learns to be more diligent next time, and the server is more observant when his orders are up. They'll both improve and receive fewer complaints in the future, and you'll get the dish for which you paid. Everyone wins.

While applying this thinking to the classic "they-got-my-order-wrong" scenario is almost a lazy example, it must be stated that it applies almost everywhere. Every student's favourite victim of complaint is their school, yet rarely do I meet a person who has been "Yorked," as they so lovingly put it, who has gone to the appropriate measures to ensure the issue is resolved. Rightly so, I might add. It can be intimidating in certain institutions to simply figure out who will deal with the problem, let alone who will care enough to help you amend the situation.

The point is that it doesn't matter. Regardless of whether you think the problem will be dealt with, or whether even the perpetrator of your wrong will give a damn, at least you tried. You can take pride in the fact that you made an effort to improve the system, and that every complaint, if made properly, will be noted somewhere. The rest of us can thank you for at least trying to prevent this from happening to us.

And of course, if all else fails, whatever the issue was and no matter who caused it, there's probably a "hashtag" for that.

Unfortunately, staying silent fails everyone.

What happened to you is now just as likely to happen to me, and if I act as you did, it will probably continue to happen to others.

FOLLOW US AT @PROTEMGL AND VISIT OUR WEBSITE @ PROTEMGL.TUMBLR.COM

BEING “GLENDON BILINGUAL” A SHORT HISTORY OF BILINGUALISM AT GLENDON

BY LUCAS DIXON

EDITOR OF ISSUES AND IDEAS

Almost everyone knows the phrase “those who cannot remember the past are condemned to repeat it.” It was written by a Spanish-American named George Santayana in 1924, a full 37 years before the first classes were held at Glendon. Despite the ubiquity of the phrase – it’s used far too often in movies and in bad History Channel specials – it seems as if the Glendon community really is doomed to repeat its own history, at least when it comes to bilingualism.

All Glendonites, regardless of major or native language, have an opinion on our unique brand of bilingualism. Unfortunately, what pervades amongst all these various opinions is dissatisfaction. The natures of the complaints about bilingualism, however, range from learning a second language at Glendon is too hard or impossible to learning a second language at Glendon is fun and entirely possible. And while complaining about bilingualism is a Glendonite’s favourite pastime, little action ever seems to be taken. So what can the annals of *Pro Tem* tell us about bilingualism at Glendon? In this first of a three part series, *Pro Tem* explores Glendon’s bilingual past and how it informs our understanding of what bilingualism at Glendon means today.

L’histoire du bilinguisme à Glendon est longue et fascinante. La version généralement acceptée des faits est que Glendon a été fondée sur un principe du bilinguisme, et que c’était le premier principal de Glendon, Escott Reid, un diplomate très respecté, qui a inauguré la politique d’exiger aux étudiants de prendre le français et l’anglais à la école. La politique a survécu près de 50

ans, et le bilinguisme reste un point de fierté pour tous les Glendonites.

This is the story you might have read as a prospective student applying to York, or maybe you’ve even told it to others. It is, however, a very simplified version of the tale. Before Glendon’s official inauguration in 1966, Principal Reid commented that while he hoped within ten years that “English and French [would] have equal status as [languages] of instruction and examination,” he also stressed that – at least to begin with – Glendon wouldn’t be a bilingual college.

Only four years later, in 1970, amid dropping enrolment numbers, Glendon’s Faculty Council introduced a unilingual stream that didn’t require students to complete any French courses to graduate. In 1975, the Bilingualism and Biculturalism Action Committee, a group formed by students to help deepen the roots of dual language policy at Glendon, unanimously declared that Glendon was not bilingual as the term was usually defined, and that the experiment of bilingualism had largely failed. English was so pervasive at Glendon that the use of French in a GCSU meeting in 1979 was treated by *Pro Tem* as front page news; calling it a break from GCSU tradition, writer Joseph M. Holmes was bold enough to call it the GCSU’s “first bilingual meeting.”

Le bilinguisme a continué d’être débattue dans les années 1980, et les partisans de l’apprentissage des langues obligatoire remporté une importante victoire en 1987 quand l’exigence linguistique que nous avons aujourd’hui – en prenant six crédits en le niveau 2000 un cours de français – a été instauré, de

manière efficace oblitérant le groupe unilingue. Lorsque Glendon a eu 25 ans en 1991, *Pro Tem* a couru une série d’articles sur le statut du bilinguisme à Glendon, qui a reflété un nouvel optimisme dans la politique.

As a topic of controversy, bilingualism died down, at least in the pages of *Pro Tem*, after the mid 1990s. The 2000/2001 school year saw the creation of the Committee for Bilingualism, which worked to advance the cause of dual language policy at the school. Glendon did see a minor flare up of language tension in 2007 when a slew of complaints, citing the advancement of negative Francophone and Anglophone stereotypes, forced *Pro Tem* to remove its frog and wasp logo. (If you flip to the front of the paper in your hands, you’ll be happy to see we’ve reinstated this iconic symbol – without, of course, any offense intended.)

So what about now? Well, certainly, discussions of bilingualism at Glendon still abound, but many exist in an off-the-record sphere – personal conversations, Facebook messages, and tweets from accounts like @GlendonProblems – that by nature limit the conversation to one’s own social group.

Interestingly, however, part of the conversation seems to have also moved into the academic sphere; in December of 2010 a team of upper year Glendon linguistic students, under the guidance of Professor Ian Martin, wrote a paper entitled “Perceptions of and Attitudes toward French L2 Learning Opportunities On- and Off-Campus Among Students not Specializing in French at Glendon.” Most significantly, in their sample of students who came to

Glendon with varying levels of French as their second language, the authors found that while 83% of those surveyed “reported that French attracted them in coming to Glendon,” a stunning 64% were not satisfied with Glendon’s French as a second language program.

So what of this apparent dissatisfaction among Glendon students? Well, it could be indicative of any number of trends, but it’s important to ask a few questions. So often is Glendon described as bilingual, but any visitor would be puzzled at the amount of English used here; indeed, English is, rather ironically, Glendon’s *lingua franca*. Is it wrong to say that Glendon is bilingual? Could our inflated expectations of bilingualism be the cause of our own dissatisfaction?

However you may feel about these questions – and as a Glendonite, it’s a sure thing you have some pretty strong feelings about the topic – the most important thing to remember is that none of these issues are new. The history of bilingualism at Glendon, despite being rocky, is relatively constant in its complaints – students discussing bilingualism in the caf in 1972 and in 2012 would probably be identifying the same issues. So how do we ‘fix’ Glendon bilingualism without, as George Santayana warns, repeating history? First, we have to start a discussion.

Send us an e-mail at protem@glendon.yorku.ca and let us know how you feel about bilingualism at Glendon, and what you think needs improvement. Remember to pick up our next issue to read the second part in this three-part series – your comments might even make the press!

I HAVE A LIBERAL ARTS DEGREE, NOW WHAT?

A CALL TO ACTION FOR BOTH STUDENTS AND ADMINISTRATORS

BY ELSA ASCENCIO

ENGLISH ASSISTANT EDITOR

Recently, there has been a need within society for more technology-based, practical degrees in subjects like engineering or computer science. So what about a liberal arts degree? How can the liberal arts degree compete in today’s practical-based society? Certainly, calling the liberal arts degree worthless is an ignorant statement to make; any Glendon student would tell you that BA students develop strong writing and analytical skills.

For instance, the skill that is required to learn and analyze something like *The Iliad* will help any liberal arts student who wishes to pursue a graduate program or law school. However, not all liberal arts students aspire to embark in future academic endeavours and would rather go to work. In this case, both students and university administrators must recognize the onus placed on them to accommodate the BA in the 21st century.

The purpose of the liberal arts degree, along with building strong interdisciplinary skills, is to produce

well-rounded individuals. Bearing this in mind, to be a well-rounded person in today’s practical-based job market requires background knowledge of computers and of programming. Students can acquire computer knowledge by several means, but taking a computer course at school is a smart idea because, like any university course, it offers an in-depth analysis of the material.

Along with practical computer skills, employers are looking for job candidates who have a certain level of problem solving skills. This usually translates to taking courses that involve solving problems, such as accounting or logic. Liberal arts students should view taking these courses as complimenting their degree, rather than grumbling about their impracticability.

Now, of course, students can rebut my argument by pointing out that often liberal arts students avoid such courses because they are afraid of what it may do to their GPA, especially for those who wish to pursue a post-graduate

degree. This is a valid point, and while I still argue it’s worth the personal interest of any student to challenge themselves by taking courses outside their discipline, universities themselves must also encourage students to do so.

For example, Brown University is known to have a progressive curriculum wherein students are encouraged to take courses that interest them and be graded with either a pass or fail. So, for example, a literature student could have the option of taking a finance class without fearing a severe drop in their GPA. At York, while we do have a similar “pass or fail” option, it is often viewed as the solution for the worst-case scenario.

Lastly, school officials need to focus on providing work experience for their students. Along with practical skills, employers look for job experience. Universities like Northeastern University in Boston are renowned for their cooperative (co-op) programs. Students from all different types of majors are given the opportunity to work in a

specific field and earn work experience. To give a practical example, one of my friends attends Northeastern and, while she is an English major, her co-op placement last summer was at a marketing firm. Experiences like these are invaluable because they broaden the capabilities of individuals and help to expand CVs.

The reality is that York administrators need to recognize that co-op programs, such as the one at Northeastern, are effective tools for helping their graduates to move on from school to the workforce. Having a system for liberal art students that still allows them to cultivate their interests for the humanities and social sciences, but at the same time explore the job market, is not only an asset to the student but also for the university as a whole. A strong liberal arts co-op program would undoubtedly attract job-conscious prospective students to York, making the university well positioned to be a major educational player in the 21st century.

Health and Wellness » Bien-Être et Santé

NOUVELLES RÉOLUTIONS

COMMENT TIRER LE MEILLEUR DE 2012

PAR ERNST JLSAINT

CONTRIBUTEUR

L'année 2011 vient tout juste de terminer sa course et a emporté avec elle les moments de trouble et d'obscurité. Elle a brulé les pages noires pleines de questions. Elle a effacé les cicatrices laissées par les mauvais jours dans nos cœurs et lavé le goût amer des expériences horribles sur nos lèvres. Nous voici donc à l'aube de ce nouvel an, vaste comme un océan, mais aussi vierge comme une nouvelle terre. Il revient à chacun de nous de savoir comment exploiter ses nouveaux horizons.

Certaines situations dépasseront bien sûr notre entendement et nos capacités. Il y aura des imprévus, mais nous avons pour devoir en dépit de tout de planifier nos actes et d'être prêts à tout éventuel. Plus nous sommes équipés et éveillés, plus nos réponses auront des effets positifs. Plus nous cherchons à questionner et à comprendre l'incompréhensible, plus la route sera belle et facile. La connaissance est une lumière qui chassera l'obscurité loin de notre quotidien.

Cette période de l'année est le moment de fixer des objectifs. Si nous savons dès aujourd'hui qu'il nous faudra \$1,200 pour réaliser un projet en fin de l'année 2012, nous saurons qu'il faut épargner \$100 par mois pour

atteindre notre but. Toutefois, il nous faut être méthodiques et disciplinés. Il nous faut aussi des évaluations pour déterminer si nous sommes à bon point afin d'apporter des corrections nécessaires avant qu'il soit trop tard. Plus tôt nous sommes diagnostiqués d'une maladie, plus nous avons de la chance de la traiter et d'avoir la vie sauve. Si nous considérons l'année comme une maison, plus souvent nous faisons de petites réparations, moins de fardeaux nous aurons à la fin de l'année.

Pour arriver à bien maintenir notre quotidien en situation équilibre, il nous faut le moral et la volonté force agissante qui nous poussent à vouloir agir. Il nous faut aussi une motivation inébranlable. Parlant de situation d'équilibre, il est important de savoir comment faire la planche parfois entre les mains de la vie. Est-ce que ça vaut la peine de continuer à investir dans ce produit qui n'est pas rentable? Notons ici qu'un investissement peut être économique, émotionnel et temporel. Est-ce que ça vaut la peine de gaspiller votre épargne à réparer cette voiture qui ne veut plus rouler au lieu d'acheter une autre? Pourquoi rester encore dans cette relation qui vous ruine et qui vous réduit à rien

quand vous pourriez faire mieux que ça, quand d'autres font la queue dans l'espoir d'être votre ombre et vous servir un jour inconditionnellement? Si vous ne pouvez pas exploiter tous vos talents, ouvrez vos yeux et soyez au moins intelligents!

Être intelligent ne veut pas dire qu'il faut exploiter les autres pour autant. Au contraire, nous devons être à leur disposition; nous devons être toujours prêts à offrir nos services sans aucun préjugé. Nous devons participer à l'épanouissement des autres. Si vous surveillez mes pas, je vous attraperai quand vous chutez. Ainsi, vouloir le mieux-être des autres finira par améliorer nos communautés et notre monde. Moins les gens ont faim, plus ils seront contents et plus ils seront gentils.

Rappelez-vous qu'il ne faut pas laisser les problèmes de l'an dernier vous poursuivre. Déshabillez-vous des sentiments de timidité, d'insécurité, d'échec, de peur et de haine. Cette nouvelle année doit être le début de nouvelles expériences. C'est le moment d'assumer nos responsabilités pleinement et de prendre les choses en main. Soyons prêts à faire des exploits sans précédent!

MORE THAN JUST POST-HOLIDAY BLUES

LA DÉPRESSION CHEZ LES ÉTUDIANTS UNIVERSITAIRES

BY PAOLA PAULINO

FRENCH ASSISTANT EDITOR

The lull around January and February usually has something to do with Christmas being over. It could also be the lack of sunlight or the cold weather. Whatever it may be, most of us feel down around this time of the year. For us university students, Spring Break still seems so far away. But when it comes, it usually picks us out of our slump, recharges us and gives us just enough juice to last us until summer decides to come along.

Cependant, pour certains parmi nous, cet état dépressif est présent à l'année longue. Le site de Macleans.ca a récemment publié un article disant « qu'un quart des étudiants qui fréquentent des cliniques universitaires de santé présentent des symptômes de la dépression clinique, et 10 % déclarent avoir des pensées suicidaires ».

This study, conducted by the American Journal of Orthopsychiatry, asked 1,600 students who visited campus health services and found these results. Students were initially complaining from insomnia but symptoms worsened to experiencing sadness all the time and for some, contemplating suicide.

Il y a beaucoup de facteurs possibles pour la dépression chez les étudiants dans les universités. Une hypothèse est que l'obtention d'un baccalauréat ne mène pas nécessairement à un emploi stable. Des problèmes de famille, la solitude, l'intimidation et même le montant de travaux scolaires peuvent causer la dépression. Chez les filles, la pilule contraceptive a comme effet secondaire la dépression.

Is it surprising to know that one out of 4 university students who go to health clinics might be depressed? Maybe. Maybe not. What we should be asking ourselves is how many students do not go to these clinics and might be suffering from depression? And subsequently how many are not receiving the help they may need? It is clear that student depression is on the rise. The bottom line is: we have to try and provide help to the distressed students out there.

C'est important d'en parler pour sensibiliser notre campus. Il semble qu'il y a encore une connotation négative attachée aux gens qui souffrent de la dépression. Il faut changer d'attitude et essayer d'aider au lieu de repousser.

For anyone feeling that they need help, Glendon Counselling & Disability Services located in Glendon Hall 111 A offer support and accommodations for students with learning, mental health, physical, sensory and medical disabilities. They can be reached 416-487-6709.

Pour ceux qui ont besoin d'aide, le centre d'aide de Glendon situé au Manoir Glendon Bureau 111 A offre du support et des accommodations pour les étudiants qui rencontrent des difficultés d'apprentissage, de santé physique ou psychologique. Leur numéro de téléphone est 416-487-6709.

BILINGUALISM AND ALZHEIMER'S

HOW A SECOND LANGUAGE CAN KEEP ALZHEIMER'S EFFECTS AT BAY

BY AMY ANASTASOPOULOS

EDITOR OF HEALTH AND WELLNESS

Hey! All you unilingual speakers out there! Wondering why the heck you're studying a new language? Second-guessing your decision to attend Glendon? Hate taking all those required second language courses? Wondering if you'll even remember how to speak the language once you graduate and won't use it everyday?

Well, here are some advantages to learning a second language: greater marketability, better job opportunities, job flexibility, an easier time while traveling to foreign countries, learning about a different culture, the potential for a higher income, and opportunities for travel within your job. And if those don't convince you to stick with it, maybe this one will: bilingualism helps keep the effects of Alzheimer's at bay.

The Canadian study, published in late 2011 in the journal *Cortex*, reveals that bilingual Alzheimer's patients have a better chance of delaying severe deterioration than monolingual patients. By using CT scans on the brains of 40 Alzheimer's patients - half of whom were bilingual - researchers discovered that bilingual patients have a higher "cognitive reserve", which

refers to the brain's resiliency to neuropathological damage.

This cognitive reserve allows bilingual patients to keep the deteriorating effects of Alzheimer's at bay for longer periods of time. The cognitive reserve in any one individual's brain is enhanced by the ability to switch between one language and another and favouring one language by suppressing another, over long periods of time.

The study suggests that bilingualism is all part of keeping the brain active. Like doing crosswords and sudoku puzzles, bilingualism is a way of keeping the mind sharp, enhancing network pathways and connections in the brain that will help it deal better with disease. Moreover, all of the bilingual patients in the study have been bilingual most of their lives.

Glendonites: this clearly means that this is the perfect time to learn a new language! Don't drop that French sociology class, or that elementary Spanish course... stick with it, keep practicing, find other students who want to practice, and read books in your second language. The advantages are too great to ignore.

Like doing crosswords and sudoku puzzles, bilingualism is a way of keeping the mind sharp, enhancing network pathways and connections in the brain that will help it deal better with disease.

AVEZ-VOUS UNE OPINION? ECRIVEZ-LA. ENVOYEZ-LA À PROTEM@GLENDON.YORKU.CA.

GLENDON STUDENTS VISUAL ARTS COMPETITION

EXPOSITION DE LA COMPÉTITION EN ARTS VISUELS DES ÉTUDIANTS DU COLLÈGE GLENDON

BY VENDREDI MOUNSEY
ARTS AND ENTERTAINMENT EDITOR

JANUARY 17 – 27 (LE 17 AU 27 JANVIER)

Did you ever think that rice, deflated bubble wrap, wine bottle corks and plastic forks could be art? Items like this among many more were put on display during the 2nd annual Glendon Students Visual Arts Competition Exhibit at the Glendon Gallery.

Avec près de 80 pièces originales exposées, l'exposition fait preuve d'une variété de photographies, de peintures toile acrylique, de sculpture, de techniques mixtes visuelles ainsi que de l'encre, crayon et dessins au crayon.

The exhibit featured traditional pieces with a mix of funky modern art. As this was a representation of students creativity throughout Glendon, every piece was unique in their own way like Olga Polstvin's piece "Make a fool out of nature" which used feathers, poppy pods and moss on canvas, with a splash of green sparkles to create a masterpiece.

Alors que chaque pièce est visuellement attrayante, le jury, composé d'une variété d'artistes en arts visuels et du design, des photographes et des muséologues, a été donné la tâche difficile d'attribuer les prix en argent aux meilleurs morceaux.

Emmanuel Besnard-Elkabas a reçu le premier prix pour son travail "Aurora Borealis" grâce à la texture riche et l'originalité de la photo. Sébastien Goulet a obtenu la deuxième place pour sa pièce de photographie "L'automne" pour sa technique brillante et son utilisation de couleur. La troisième place a été attribuée à Heriberto Portillo Lerma et sa pièce "La Grande Vague de collage", qui a utilisé des matériaux recyclés, une toile vierge et de la peinture pour dépeindre le tsunami japonais. Quatrième place est allée à Ayla Altilia et ses acryliques sur le thème "Automne Bouleaux" pour son utilisation des couleurs et des techniques de mélange. La cinquième place a été attribuée à Nina Staer Nathan pour sa photographie pour ses éléments forts de couleur et esthétiques.

Other exhibitors included: Lise Brisebois, Jill Butler, Rusell Catangul, Melissa Cederqvist, Vanessa De Marco, Duncan Field, Olivia Filetti, Jalal Halabi, Karleigh Hayes, Mohammad Heematally, Nazampal Jaswal, Elodie Li, Kelly Lui, Marika Malagon, Caitlin Moran, Tammy Moreno Garcia, Ursula Naked Cabral, Grace Nguyen, Kristen Pereira, Olga Polstvin, Harold-Alexis Scheffel, Michelle Sciuk, Anastasia Shyla, Nidhi Teli, Meghan Tobin-O'Drowsky, Ginette Tremblay-Twinem, Libby Urquhart-Ducharme and Heidi Vandenberg.

Anne-Sophie Boutet, student worker at Glendon Gallery, along with the other staff were very pleased with the amount of entries by students, but unfortunately had to turn pieces down due to a large volume of work. This event, deemed a success from the Gallery had over 100 students, friends and families on opening night as they debuted and announced the winners of the exhibit.

La Galerie Glendon est idéal pour aller voir l'art traditionnel et moderne. Ouvrez 12-15h du mardi au vendredi et 13-16 h le samedi, les étudiants et les profs peuvent explorer les arts visuels gratuits. Pour une liste des expositions de l'année, visitez: www.glendon.yorku.ca/gallery.

The Glendon Gallery is a great place to go and see traditional and modern art. Open from 12 – 3 p.m. Tuesday to Friday and 1–4 p.m. on Saturdays, students and staff are able to explore the visual arts for free. For a list of the rest of the year's exhibits please visit: www.glendon.yorku.ca/gallery.



KARALEIGH HAYES

KARALEIGH HAYES

*One of the many creations
from audience at the Projekt.*



PHOTO FACEBOOK.COM

WHAT'S GOOD AT THE GLENDON GALLERY

A REVIEW OF EVENTS AT THE GALLERY

BY VENDREDI MOUNSEY
ARTS AND ENTERTAINMENT EDITOR

WHITE BOX PROJEKT
NOVEMBER 30 – DECEMBER 8, 2011

Students were able to express themselves by creating their own pieces of art through performances and painting during the White Box Projekt. The exhibit was many things...things that the audience probably hadn't seen or experienced before.

The whole idea behind the White Box Projekt stems from black box theatre. In these arenas the viewer is able to experience a real, true and pure perspective when it comes to art. Rather than using characters (which is common in black box theatre to convey the message), The White Box Projekt is a form of experimental theatre that uses music, lights, movement speech and colour to evoke a response from the audience.

Spearheaded by Cora Chunzi, Olga Polstvin and Tijana Spasic, their goal was to expand the boundaries of theatre. These ladies used the perfect canvas to explore creativity...the stark white walls of the Glendon Gallery. The walls were draped with floor to ceiling canvases with buckets of wild and wonderful colours of paint. Exploring themes surrounding gender and cultural stereotypes, the White Box Projekt encouraged the audience to unleash their inner creative beast.

The end result truly was art. The paintings were abstract but they were definitely creative and loaded with tons of colour. The goal was to push the boundaries of art. Based on what was created and what was seen, the goal was accomplished.

Arts and Entertainment

REEL RETROSPECTIVE

THE MUST-SEE MOVIES OF 2011

BY ALEXA POSLIFF
CONTRIBUTOR

The beginning of each year is an exciting time for movie-lovers because of awards season. So many movies come out each year that it's difficult to keep up with them all, and though there were many bad films in 2011, there were also many great ones. This list compiles the movies of the past year that everyone should see – though they may not all be Oscar worthy.

David Fincher's newest film, *The Girl With The Dragon Tattoo*, is already winning awards and gaining critical praise. Adapted from a Swedish mystery novel, written by Stieg Larsson, it tells the story of investigative journalist Mikael Blomkvist (Daniel Craig) and computer hacker Lisbeth Salander (Rooney Mara) as they team up to find out what happened to a young girl from a notable wealthy family who went missing over 40 years ago. Although some of the subject matter is disturbing, and though there was previously another great film adaptation of the novel, Fincher's vision and presentation of the mystery is so compelling that this film's praise is obviously justifiable.

On a less serious note, *Bridesmaids* (directed by Paul Feig, and co-produced by Judd Apatow) is the funniest film of 2011. With an amazing cast including Saturday Night Live star Kristen Wiig (who also co-wrote the film), Maya Rudolph, Melissa McCarthy, and Rose Byrne, it is no wonder that this film succeeded. As the title implies, this film is about Wiig's character Annie's disastrous journey as maid of honour in her best friend's wedding. This is a first for an Apatow movie since it is a female-driven comedy, but it is one of his better films in recent years.

Lars von Trier's *Melancholia* does, as its title implies, contain depressing subject matter. Starring Kirsten Dunst, Charlotte Gainsbourg, and Kiefer Sutherland, the film narrates the story of two sisters (in two very different states of mind) who must come to the terms with the fact that a rogue planet (named *Melancholia*) is about to collide with Earth. The cinematography in this film is probably the best of the year and is highlighted by the beautiful pieces from Richard Wagner's opera *Tristan und Isolde*. Dunst won the award for best actress at the Cannes Film Festival, which was well deserved because her performance as a depressed newlywed is truly remarkable.

There are several other notable films that came out this year that need to be mentioned. *Harry Potter and the Deathly Hallows Part 2*, the final installment of the epic series was released, marking the end of many people's childhood. Terrence Malick's *The Tree of Life* (starring Brad Pitt, Jessica Chastain, and Sean Penn) won the Palme d'Or at Cannes. Though it is definitely a hit-or-miss in terms of actual preference, the imagery and thoughtfulness of the film are definitely something to be admired.

The most feel-good movie of the year was *The Muppets*, and it's no wonder why: it was written by and starred Jason Segel, and was chock-full of cameos, as well as musical numbers coined by *Flight of the Conchords* Bret McKenzie making it entertaining from start to finish.

Though 2012 will be packed with superhero movies and franchise reboots, hopefully there will be some films that can compete with the best of 2011.

ANTICIPATING AUDIO

FIVE ALBUMS TO WATCH OUT FOR IN 2012

BY LAURA STANLEY
CONTRIBUTOR

With the world supposedly ending this year, musicians should be giving it their all this year...right? They create masterpieces, so that when new civilizations stumble upon them they'll think that we were superior beings? Maybe not. Nevertheless, 2012 should still end up being a great year in music. We're finally hearing from bands that have been silent for a while now. Below are five noteworthy releases that you should keep your eye out for this coming year.

BAHAMAS - "BARCHORDS" - FEBRUARY 7

Afie Jurvanen, better known by his stage name as "Bahamas", has worked with the likes of Feist, Jason Collett, Howie Beck, and Amy Millan. It wasn't until his 2009 Juno-nominated release, *Pink Strat* that he ventured out on his own music career. Witty, folky-bluesy tracks paired with Jurvanen's smooth and soulful voice is enough to make a grown man swoon. Back with his second album *Barchords*, be sure to keep your eye out for this new batch of spirited songs.

DR. DOG - "BE THE VOID" - FEBRUARY 7

Packed with inspiration from the rock bands of old, Dr. Dog knows how to make a psychedelic pop-rock song. According to the band's website however, *Be The Void* will not have the comfortable pop sounds that filled their previous record, *Shame Shame*. *Be The Void* will increase the rough rock sounds to try and mirror their well praised live shows by amping up the energy.

ANDREW BIRD - "BREAK IT YOURSELF" - MARCH 5

Multi-instrumentalist and master whistler Andrew Bird is set to release his sixth full-length album, *Break It Yourself*. As the follow-up to his 2009 record, *Noble Beast*, Bird told *Paste Magazine* that the sessions for recording the album were a "mix of distilled, grounded songs and some wild soloing." With a few songs already leaked from the album, it sounds like Bird will be returning to the superior musical craftsmanship that only he can do.

JOEL PLASKETT EMERGENCY - "SCRAPPY HAPPINESS" - MARCH 27

As a staple when talking about Canadian music, Joel Plaskett is taking an interesting approach to his new album, *Scrappy Happiness*. Starting January 10, Plaskett and his band (you know the record will be more of a rock affair compared to his solo-stuff) will be releasing a song a week for the next ten weeks through CBC Radio. A bold project to say the least, Plaskett should have no trouble living up to the hype.

GREAT LAKE SWIMMERS - "NEW WILD EVERYWHERE" - APRIL 3

The new album from soft-spoken Canadian folksters Great Lake Swimmers, *New Wild Everywhere*, will thematically pick up where their last album, *Lost Channels*, left off. If their name doesn't speak for itself already, Great Lake Swimmers' lush musical style compliment that of their natural lyrics to a tee. For fans of sensible folk (i.e. Fleet Foxes, Iron & Wine, etc.) Great Lakes Swimmers' new album, or any of their albums for that matter, should not be overlooked.

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OSCAR BUZZ

PREDICTIONS FOR THE 2012 ACADEMY AWARDS

BY **AYELEN BARRIOS RUIZ PAGANO**
CONTRIBUTOR

It's a New Year and with it comes the start of award show season. Soon every media outlet in North America will be focusing on whose dress is better, and whose speech was more inspiring. In the past, nominations and awards have made unknown actors into household names over night.

Take last year; Jennifer Lawrence was not an A-list celebrity. No talk show mentioned what she wore, no one on the street knew her name, the general public had no clue who she was...that is until the Oscars. The then 20-year-old Lawrence had wanted to get into show business ever since she was 14, even auditioning to play Bella Swan in the Twilight movies. The character she played in Winter's Bone was far from glamorous, but no one could doubt Lawrence was a star as soon as she stepped out onto the red carpet in the 2011 Oscars. No one will be forgetting her red bathing suit-like dress anytime soon. Next up on Lawrence's roster? She will be starring in The Hunger Games, based on the best-selling book series.

What can we look forward to at this year's Academy Awards presentation? Earlier in the year it was announced that Eddie Murphy would be hosting, but after Brett Ratner's offensive remarks in a press conference of his movie Tower Heist, Murphy and Ratner both resigned. It was then decided to have eight-time Oscar host Billy Crystal back for his ninth year especially after last year's hosts Anne Hathaway and James Franco failed to impress.

This year has been full of movies both good and bad. Although the nominations for the Oscars are yet to be announced, predictions have already started. Meryl Streep's (a favourite when it comes to the Oscars) role as the UK's first female Prime Minister Margaret Thatcher might land her a nomination. Other favourites, such as Woody Allen, Martin Scorsese and Steven Spielberg are creating buzz either by their releases or involvement in films.

If the Golden Globes are an indicator, the silent black and white film The Artist, as well as Moneyball starring Brad Pitt and Jonah Hill will be up for multiple awards. We may even be surprised and see this year's break out comedy Bridesmaids being nominated. Previous nominees such as Michelle Williams who starred in My Week with Marilyn and George Clooney in The Descendants have a strong chance of not only being nominated... but winning. A film that was not nominated for any Golden Globes but still may be a contender is Extremely Loud & Incredibly Close. Not only does it star two former Oscar winners Sandra Bullock and Tom Hanks, but it is also a heartfelt all-American film, which may resonate with Oscar voters as it touches on 9/11 attacks.

There is no foreseeing what may happen in this year's Oscars. There is always bound to be a surprise or two. Perhaps this is Leonardo DiCaprio's year, or maybe voters will give the last Harry Potter film some validation. It could be that Rooney Mara's piercings land her a nom. We cannot know for sure. What is foreseeable, however, is that this year's race for the Oscars is a tight one.



IMDB

LE MONDE MERVEILLEUX DE MICHEL OCELOT

À LA DÉCOUVERTE D'UN « GRAND » DU CINÉMA FRANÇAIS D'ANIMATION PAR **LEA LEFEVRE-RADELLI** CONTRIBUTRICE

IMDB



© Benainous/Gamma

Si je vous dis "cinéma d'animation", à quoi pensez-vous? Enfantillages, ennui, niaiserie? Et maintenant, si je vous dis Tim Burton, Les Noces Funèbres, mmmhh... ça devient plus familier?

Depuis que le réalisateur américain Tim Burton s'est fait connaître par Edward aux mains d'argent et l'emblématique L'étrange Noël de Monsieur Jack (qui n'est d'ailleurs, ironie de l'histoire, pas réalisé par lui mais par Henry Selick), les regards se portent plus facilement vers le cinéma d'animation, abusivement classé dans la catégorie "enfants" et remis au goût du jour par Disney Pixar. La France connaît un renouveau des réalisateurs d'animation traditionnelle parmi lesquels celui, mondialement primé, dont je voudrais aujourd'hui vous ouvrir les portes: Michel Ocelot.

Michel Ocelot n'est pas de ceux qui courent à la technologie et à la renommée. Français né en Guinée, il a construit patiemment son oeuvre. Il se fait connaître par la sortie en 1996 de Kirikou et la Sorcière, inspiré d'un conte traditionnel africain. Je vous laisse le plaisir de découvrir l'histoire de Kirikou et de Karaba la Sorcière, connue de tous les petits Français! Le film repose sur un splendide travail visuel: je l'ai vu quand j'avais 6 ans, et je me souviens encore du "ooohh" admiratif de la salle lorsque Kirikou se retrouve au beau milieu d'une forêt luxuriante, derrière un immense palmier...

D'autres longs métrages comme Azur et Asmar (2006) contribuent à la renommée de Michel Ocelot. Mais si vous ne devez voir qu'un seul de ses films, c'est Princes et Princesses, suivi du tout récent Les Contes de la Nuit, en compétition cette année au festival international du film de Berlin.

Dans une salle de cinéma désaffectée, deux comédiens rejouent des contes des temps passés. Inspirés de récits arabes, japonais ou égyptiens, ces contes sont tous réalisés en ombres chinoises. Le résultat est superbe: il suffit d'aller jeter un oeil à l'affiche des Contes de la Nuit pour s'en convaincre! Pour ce dernier film, Michel Ocelot a utilisé la 3D de manière simple, en créant un véritable théâtre d'ombres sur plusieurs niveaux de profondeur.

Princes et Princesses, Les Contes de la Nuit nous rappellent que dans un monde hypermoderne, l'homme recherche toujours l'enchantement des contes. Ils nous rappellent que la créativité visuelle peut naître de simples ombres chinoises, et que la 3D peut s'allier harmonieusement aux techniques traditionnelles sans les rendre obsolètes.

Très bien, me direz-vous, mais où voir Michel Ocelot à Toronto? Malheureusement, ses films n'ont fait que quelques apparitions au cinéma (notamment Azur et Asmar au Sprockets Toronto Film Festival for children) mais, en attendant une rétrospective, il est toujours possible de louer Prince et Princesse à 2Q Video (à Bloor ou Queen), de le visionner sur You Tube... et de garder un oeil sur les festivals, maintenant que vous avez découvert l'un des trésors du cinéma d'animation!

WINTER BLUES

WINTERLICIOUS
AND OTHER CITY EVENTS OFFER A CURE!

BY TORI RAMSAY
CONTRIBUTOR

We are all feeling them: those dreaded winter blues. Ironically, as I write this article, it has come to my attention that today happens to be “Blue Monday”—the most depressing day of the year. Yes, the months of winter seem to drag on and on. Temperatures are plummeting, the fun and excitement of the holidays are over, and summer is coming, but just not soon enough. Whether you are in your residence room on campus or you are out in the sub-zero temperatures commuting, winter can seem quite drab. Hibernating inside until the snow is gone seems like the easy way out—but I want to challenge you to get out. It is so easy to forget that we live in Toronto—a city full of culture, fun, and plenty of things to do! Toronto offers lots to do, see, and eat even in these cold, dark winter months!

One event highly anticipated by food lovers everywhere is Winterlicious, which is running until February 9th. With a name like that, how can you not already be hungry? In 2012, Winterlicious is celebrating its tenth anniversary with the participation of 175 of Toronto’s top restaurants. These restaurants offer prix fixe menus at an incredible value compared to their regular menu prices. Most restaurants offer multiple-course meals, including an appetizer, a main course, and a dessert for one set price. Prices range from \$15.00-\$25.00 for lunch or \$25.00-\$45.00 for a full dining experience, so even a Glendon student on a budget can wine and dine at some of Toronto’s elite restaurants without breaking the bank. There are a variety of different cuisines, such as Italian, Persian, Greek, Cuban, Vegan, Thai, and French. If you are like me and up to the challenge of trying something different, there are plenty of opportunities to give your taste buds a totally new experience. Another bonus is that some of the participating restaurants are located fairly close to campus. If you enjoy a savory, authentic Indian cuisine experience, you should try Amaya the Indian Room. This establishment is located at 1701 Bayview Avenue—a 4-minute drive or 15-minute transit trip from campus. Another great pick is Auberge du Pommier. This restaurant is known for its unique location in the midst of cottages built in the 1860s, as well as for its amazing modern French cuisine. This choice is only a 7-minute drive from campus. Winterlicious is a cost-effective and convenient way to get out and about and try something new, so I encourage you not to hide under those covers, but to get out and enjoy some of Toronto’s local food!

Another great event to check out is currently taking place at the Art Gallery of Ontario. The AGO is kicking off 2012 with five brand-new contemporary art exhibitions throughout the gallery. The new installations begin this January and will continue on into the spring. There are works of local artists, as well as emerging artists and those that are already established in the contemporary art scene. These contemporary exhibitions are going to offer visitors a new and fresh experience, as well as creating an interactive encounter with the viewers. The pieces convey many concepts such as time, space, identity, and even local issues that affect Torontonians.

Even though I have lived so close to Toronto my entire life, I have never taken full advantage of the local events, galleries, or museums. These two events in particular have captured my attention. I hope to step off campus during these dull winter months and experience some more of this great city. Toronto doesn't hibernate, so why should you?



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BLUE NIGHT BUSTLE

WHY THE TTC NIGHT SYSTEM SUCKS

BY CORLENE WARD
CONTRIBUTOR

In the words of that semi-famous 80's song, you just got paid, and it's Friday night. You call some friends then hop on transit and head downtown. The plan is to chase the stress of assignments away with laughter, good food, maybe some karaoke (under the right circumstances). The partying comes to an end in the wee hours of the morning and you're more than ready to get home and curl up in bed. So you find the nearest bus stop and while you wait...and wait...and wait some more, it slowly dawns on you that "the better way" never did claim to be the best way.

Just about anyone who has done some night travel on Toronto Transit knows that the red rocket somehow transforms into a dud past the witching hour. In other words, if you're out past 1am, you're going nowhere fast. The TTC's Blue Night System is comprised of 24 bus routes, operating between 1:30 and 5 am daily. Buses run primarily on major roads, and are meant to compensate for the subway closure after 2 am. However, there are a number of inefficiencies in timing and structure that make transit inconvenient, if not unsafe, for night revelers.

Let's begin with the fact that Blue Transit is not time savvy. Train service ends ridiculously early, with most stations seeing their last train between 1:15 am and 1:45 am. This is before most establishments make their “last call”. Next, the buses that act as replacements don't sync up. The TTC boasts on their website that service is every 30 minutes or better, which is little comfort when you constantly miss buses on connecting routes by mere seconds. As well, a trip where you switch buses several times is fine when you're only waiting a few minutes for each one, but triples in duration under “30 minutes or less” conditions.

Of course, all of this is only further complicated when service disruptions occur. Yes, there are night-time disruptions. Emergency repairs and track replacements are a common occurrence as the TTC re-vamps and expands. So if you were planning on leaving somewhere early to catch final trains, you'll probably be forced onto a shuttle bus, miss a connecting train, and have night service inflicted on you anyways. But I digress.

Then there's the issue of how the night routes are arranged. Clustering buses around the downtown and mid-town areas may seem like a great idea. After all, this is where most of Toronto's entertainment is centred. Yet, most Torontonians don't actually live in these areas, and unfortunately, getting into the entertainment district could be much simpler than getting out. Toronto's outlying neighbourhoods (Scarborough, North York, Etobicoke) are horribly under-served. If your house falls in one of these service black holes, chances are you'll be walking or taking a taxi.

Glendonites living on campus may have experienced this phenomenon; the closest a bus comes to Glendon between 2 and 6 am stops at Bayview and Eglinton. If you are lucky enough to live on a main road with a corresponding bus, heed this warning: unlike the daytime versions, some buses divert wildly from the streets they are named after, turning your trek into a real life snakes and ladders game.

If you do decide to buck up and marry the night, here some additional tips to keep you safe and moderately happy:

- Investigate late night travel options before going out. TTC.ca currently has a trip planner and Google Maps allows you to search for directions by bus.
- In spots where bus service is 24 hours, the bus stop will be marked with a blue band around the top of the post. Look for these stops in your neighbourhood.
- Always carry enough cash to cover cab fare in case of emergency (or really cold nights)
- If you ever find yourself stranded, adhere to age-old safety tips: Do not accept rides from strangers, and of course, don't drink and drive.

Do you have stories of Blue Night Transit nightmares? Share them via Facebook, Twitter @protemgl, and/or Protemgl.Tumblr.com.

*Train service ends
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tablishments make their
“last call”.*

WOE UNTO YOU THAT STUDY IN TORONTO?

UNE NOUVELLE ÉTUDE VISE À EXPLIQUER LE MÉCONTENTEMENT CHEZ LES ÉTUDIANTS TORONTOIS

BY MELISSA CRISAFULLI
METROPOLIS EDITOR

Are university students in Toronto—as opposed to their counterparts at universities elsewhere in the country—down in the dumps these days? Researchers at the Canadian Education Project have proceeded to answer in the affirmative, pointing to results of recent student surveys. “Seriously,” asks Alex Usher, president of Higher Education Strategy Associates (HESA), the parent company of the Canadian Education Project, “why is it that every time we do a survey for the Globe and Mail, the Toronto schools all look so weak in terms of student satisfaction?” In this category, which measures students’ level of satisfaction with their school, Ryerson meets the national average (B+), but all other Toronto institutions score below it. The data for 2011, measured on a nine-point scale, shows that the average satisfaction rating among students in Toronto is 0.75 lower than that among students in the rest of Canada (quite a significant difference, considering that all schools’ scores fell between 5.8 and 8.2).

To many, this may seem somewhat ironic, given that these schools have good reputations, continue to receive high volumes of applications, and offer many popular programs of study. It’s even more mind-boggling when one considers the fact that universities in other large cities—such as UBC, McGill, Simon Fraser, and Concordia—score high on the satisfaction scale. Such a finding instantly rules out the common hypothesis that traffic jams, crowds, and high costs are the sole culprits of student unhappiness.

Alex Usher et Jason Rogers, chercheur adjoint à HESA, ont publié en Novembre une étude de recherche en sept parties, intitulée « Why are Toronto Students so Friggin’ Miserable? ». Ils présentent des statistiques (réunies des sondages qui ont été effectués parmi deux mille étudiants) et ils fournissent des analyses et des commentaires afin de trouver une réponse. Les conclusions sont plus complexes qu’il n’y paraît.

First, the size factor is considered. Surveys generally reveal a correlation between satisfaction and school size, but University of Toronto and York University (the Keele Campus, at least) are both giants, compared to other institutions. However, even Toronto-area schools that fall into the ‘Small’ or ‘Very Small’ categories (This included OCAD, University of Toronto at Scarborough, and University of Toronto at Mississauga; Glendon was not considered separately) received lower satisfaction ratings than other Canadian universities in those categories. In short, Toronto schools of all shapes and sizes tended to receive lower scores.

L’étude aborde aussi le sujet du choix de logement, ce qui donne lui aussi une mesure de contentement, car ceux et celles qui habitent seul ont tendance

The data for 2011, measured on a nine-point scale, shows that the average satisfaction rating among students in Toronto is 0.75 lower than that among students in the rest of Canada

à s’amuser mieux. 57% des étudiants torontois—mais seulement 33% des étudiants d’ailleurs—habitent chez leurs parents. Cependant, les graphes révèlent quelque chose d’inattendu : les étudiants des autres villes qui restent avec leurs familles sont encore plus heureux. En fait, ils sont plus satisfaits que des individus qui déménagent et qui s’installent à Toronto pour aller à l’école, et donc, qui peuvent faire ce qu’ils veulent en toute liberté. Grand mystère!

Usher and Rogers study other possible implications, such as the size of the drop in grades between high school and university, the character of the institutions (the surveys show student satisfaction to be linked to schools that are open to new ideas, are supportive and nurturing, and provide a more practical curriculum), and the students’ own characters (whether they identify as “career oriented”, “studious”, or “live it up”). But none of these factors showed any conclusive evidence pointing to an explanation of Toronto student misery.

The study did conclude with one interesting hypothesis: that we, as Toronto students, are naturally crankier than students elsewhere in the country. Called the “kvetch factor” in the study, it was put to the test with one question. The two thousand Canadian students surveyed were asked to rate their reaction to a common experience. Since ninety percent indicated that they have Facebook accounts, the question asked was: “How annoyed were you with the most recent changes to Facebook?” The results? 27% of Toronto students voted “annoyed” or “very annoyed”, compared to only 17% of students elsewhere.

A few Glendon students commented on the big question. “It could be a combination of these things. It’s hard to pinpoint which one is more consequential,” says Adriana Mazza, an upper-year Translation Studies student who transferred from Brock University to York University for her program of study. “I absolutely love Toronto: the big city, the culture, the busyness, etc. I also wanted to move away from home. I would have to say, though, that the main source of stress is how expensive Toronto life is and the amount of debt I am in just to live and study here.” Of course, there’s the commuting problem, as well. She explains that when she had a class at the Keele Campus during her first year at York, her commute took more time than the actual duration of the class, even when she drove. “I know that if I had to take the bus or subway everyday it would also make me less satisfied with living here.”

Tara Pagg, a third-year business student at the University of Western Ontario, once counted among the thousands of Toronto students. As a GTA resident who transferred from Guelph at Humber (where she lived in residence) while remaining in the same program of study, she has given all of these questions much thought. “I can definitely say that there was a big difference in the atmosphere of the two schools,” she explains. “In London, school has more of an air of a summer camp; I do lots more stuff with people in res. Guelph at Humber, like pretty much all Toronto universities, was definitely a commuter school, so I had fewer of those very close friends.” She stated that she was happy with her program at her first school in Toronto, but that campus life in her second school has been somewhat more enjoyable.

Another Glendon student, in her second year in English, provides some insight. “I definitely agree with the finding in the study that Toronto universities expect students to be a bit more independent and self-sufficient.” She said that she made lots of friends during her first year, but had less time to spend with them since she commutes and does not live in residence. “I don’t regret staying at home and attending university here, though. I really like my classes.” She added that had she moved away from her home in Toronto, it would not have been as easy for her to find a summer job.

So is there really a regional dissatisfaction at play? The statistics may say so, but given the challenges facing the average Toronto university student, maybe we should see a study entitled, “Why are Students in the Rest of the Country not as Brave?”

To read the full study, “Why are Toronto Students so Friggin’ Miserable”, visit www.higheredstrategy.com.

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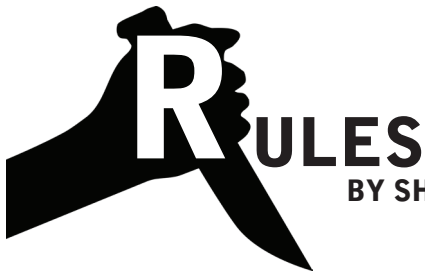
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Expressions



BY SHANNON FLEMING

ILLUSTRATIONS BY ANGELA WON

CONTRIBUTORS

“Watch it, guttershite!”

The stupid young man had stepped out directly into my path, barely leaving me enough room or time to stop without running into him. I gave him a flat stare, which is usually enough to make people see my side of things, but his only response was a wicked little grin that didn't have much real humour in it.

With an impatient sigh, I made to move around him, but he stepped over to block my way once more. I moved back the other way, and so did he. His grin was still firmly in place.

I narrowed my eyes at him. “Get out of my way.”

His only response was a quiet chuckle, which, like his smile, wasn't exactly humorous. Did he not understand me? Maybe he was one of the city's many homeless lunatics. That was entirely possible, especially given his peculiar, unrelenting smirk and his unkempt appearance – his hair was messy; his clothes were stained; he didn't even have a cloak. I decided to give him the benefit of the doubt. I leaned over and a little bit down – he was almost my height – until I was right in front of his face.

Something just behind his left jawbone caught my eye. There was a mark under his ear, like a sort of irregular smear of dirt – irregular in that it looked too regular. I could make out a continuously curving shape surrounded by evenly-spaced, smaller figures – almost like a sun.

My stomach gave a bit of a lurch. I had known someone once with a tattoo of a sun in that place – but there was no way that this could be him. It was an impossibility. That mark was probably just an extra smudge of filth, or perhaps a birthmark at most.

I suddenly realised that I hadn't spoken yet; I had spent a long minute just staring at him. I cleared my throat. “Get. Out. Of. My. Way,” I repeated, as if I were talking to a stubborn dog.

I drew back from his face, but the idiot still didn't move. Starting to feel angry, I raised my hand to push him aside—

“Davin.”

My hand froze on its way up. No. It couldn't be. There was no way.

“Why so surprised?” he drawled.

Oh dear, it is, isn't it.

“Luka,” I breathed.

It was. I recognised the sharp features beneath the smears of dirt. His brown hair was shaggy, much longer than it had been the last time I'd seen him. But it was so unmistakably Luka. I glanced back at the mark below his ear and realised, upon closer inspection, that it was his stupid sun tattoo.

So much for that “impossibility”, I thought sourly. Mother of all things holy, I didn't need this.

Luka was still looking at me, almost expectantly, and I realised he hadn't heard my revelation.



Rule: When somebody – anybody – catches you off-guard, never show it. Never let them think they've got the upper hand.

“Of course. Luka Larac,” I said casually. “How could I forget?”

“Oh, so you do remember. I wondered if you would. After all, it's been what, how long...?”

“It's been a while. About two years, I think,” I replied, a lot more assuredly than I felt.

“Two years I've had to spend living in sewers and skulking around garbage cans, thanks to you!” he shouted in my face. Almost in my face – it would have been a lot more effective if he had actually been my height. A few inches can make a lot of difference when you're trying to intimidate someone.

I raised an eyebrow at him.

The seconds ticked by and still I said nothing. I could see his hot rage temporarily subsiding into a look of confusion that I could tell he was trying to hide.

Rule: One of the best things to do when confronted by a murderously angry person is to not provoke them. A lack of response will eliminate the chance of any escalating verbal conflicts, which more often than not lead to physical ones.

A few curious eyes were beginning to turn in our direction; we were the only people not moving in the busy street, and Luka's outburst had attracted some attention from those in our immediate vicinity. Luka noticed this, too.

“Shall we walk?” he asked, feigning politeness now for the benefit of the passers-by.

I gave an easy nod and he turned to fall into step beside me.

“You knew they were going to kill me,” Luka said, almost conversationally, after we had passed a minute in silence.

“I suspected as much,” I admitted.

“You sent them to kill me.”

Rule: When your opponents engage you in conversation, keep control of it. Especially if the conversation is about something that's far from innocent on your part.

“Ah,” I protested, “please. I never sent anyone to kill you. I merely directed several violently inclined people to your place of residence.”

“They called me by your name! They thought I was you!”

“I hope you disabused them of the notion. Impersonation is a serious crime.”

“You told them that I was you.”

“Again, not true. I told them that your house was mine. They must have just assumed that you were me. An unfortunate mistake, for you.”

“How did they not realise, after seeing me, that we were not the same person?”

“I'd never met any of them face-to-face in our dealings. And they knew I lived alone. So when they arrived at the address that I gave them as my own, I suppose they jumped to their own conclusions.”

I risked a sideways glance at Luka. His jaw was working furiously and his gaze was fixed straight ahead.

“And why, exactly,” he asked finally, “did you give these people my address as your own?”

“Because I was worried about what they might do to me if they came to my house,” I explained reasonably.

I'm not entirely sure what stopped him from going for my throat at that moment.



“They beat me! They were going to kill me! I barely managed to escape, and when I went back to my home the next day, they had burned it to the ground! I had no money, no identification, no possessions – no nothing!”

“Now, now, I didn't know they were going to do all that. And ‘no nothing’ is a double negative,” I couldn't resist adding, “implying that you did have something.”

“To hell with your technicalities! You know what I mean.”

“Indeed,” I agreed, “I was able to look past the grammatical oversight to perceive your true meaning.”

All of a sudden Luka shoved me into an alley on my right, pushing me back away from the street and slamming me against a wall.

“You son of a bitch! I lost my life because of you, and you're completely flippant!”

I wanted to point out that if he really had lost his life, he wouldn't be here telling me that he had, but I refrained.

“Where do you get the—”

“Look,” I cut him off smoothly. “I didn't know that they were going to do any of this, all right? If I had, I certainly wouldn't have directed them to your home.” Possibly a lie. But then again, there were plenty of other people whose addresses I knew who I didn't really care about. I could just as easily have used one of theirs. “Can't we just chalk this up to a misunderstanding and say I owe you one?”

A look totally incongruous with his attitude grew across Luka's face until he was grinning like a man at the edge of his sanity. “Oh, it's too late for that,” he stage-whispered. “Do you know why it's taken two years for me to find you?”

“Why?”

“Because when they realised I wasn't dead, they went looking for me. They chased me out of the city. And every time I tried to come back, somebody would spot me and it would start all over again. I don't know what you did to them, Davin, but it sure made my life miserable.”

“Well, I'm sorry to—”

“It's taken me this long to get back into the city and track you down. And the whole time, I've been living as a gutter rat, partly for protection and partly because I've got nothing left. Do you know what the circumstances surrounding those two reasons have in common, Davin?”

“Please enlighten me.”

“They were both caused by you!” He wasn't grinning anymore. His features twisted, lip curling, and suddenly there was a knife at my throat.

Rule: If you're in a tight spot, don't panic. Never panic. Play it cool. Turn the tables. Above all, think.

My eyes flicked briefly upwards, past Luka, before returning to his face. “Would you let me live if I told you something really important?” I whispered, staring intently at him.

“Probably not. Tell me and I'll consider.”

I dropped my voice even further. “There's a man aiming a crossbow at you on the roof behind you.”

Luka had the same knee-jerk reaction any untrained – and hunted – man would have: he ducked at once and twisted partway around, searching for the threat—

But the real threat, of course, came from the other direction as I knocked his knife hand aside and buried my dagger to the hilt just below his ribcage.

He started to turn back, eyes wide, and I swiftly pulled the dagger out and replanted it in his heart. He staggered back until he hit the opposite wall of the alley, the dagger sliding out of him when I didn't release my hold on it. Blood poured from his chest and side, staining his already filthy shirt.

“Bast...” he wheezed. I never heard the rest of it.

Luka slumped to the ground, the light in his eyes going out. I stepped carefully over the red puddle that his first wound had made on the ground near me and felt for his pulse. There was none.

I wiped the worst of the blood off the dagger onto a relatively unstained part of his shirt and tucked it into its sheath on my belt. Stupid Luka. He was never cut out for this revenge stuff. Not against someone like me. That had been a classic ploy I'd used on him, one of the oldest tricks in the book. And he had fallen for it. Stupid.

I grabbed Luka's body under the armpits and dragged it to the back of the alley, half-concealing it behind some trash bins. Even if anybody did find the corpse, who would care? People died here all the time, and no one was going to miss one more hobo.

I strode out of the alley, back into the sunlight, and continued on my way.

Rule: If you leave your enemies alive behind you, they will come back and bite you later. So don't do it.

I never do.

GÂTEAU AUX BLUETS, FRAMBOISES, FRAISES, ET CITRON

PAR MELISSA CRISAFULLI
METROPOLIS EDITOR

“On the motionless branches of some trees, autumn berries hung like clusters of coral beads, as in those fabled orchards where the fruits were jewels.”

- Charles Dickens, *Life and Adventures of Martin Chuzzlewit*

“...Blueberries as big as the end of your thumb,
Real sky-blue, and heavy, and ready to drum
In the cavernous pail of the first one to come!
And all ripe together, not some of them green
And some of them ripe! You ought to have seen!”
- Robert Frost, “Blueberries”

Prévoyez-vous de recevoir du monde bientôt? Vos invités vont sûrement adorer ce gâteau délicieux aux baies au style de quatre-quarts!

Il vous faudra :

Gâteau :

2 tasses de farine tout usage
1 ½ cuillère à thé de poudre à pâte
½ cuillère à thé de sel
¾ tasse de sucre
1 œuf
1 ½ cuillère à thé d'extrait de vanille
3 cuillères à soupe d'huile végétale
¾ tasse de lait (n'importe quelle sorte)
¾ tasse de bluets, frais ou surgelés
¾ tasse de framboises, frais ou surgelés
2 ou 3 fraises, en tranches fines

Glaçage :

Le jus d'un citron
1/3 tasse de sucre

1. Chauffez le four à 350°F. Graissez les côtés et le fond d'un moule à pain (5 po x 9 po x 2 po) avec de la margarine ou du beurre. Farinez légèrement.

2. Dans un bol de taille moyenne, mélangez, à l'aide d'un fouet, la farine, la poudre à pâte, et le sel.

3. Dans un grand bol, mélangez, à l'aide du fouet, le sucre, l'œuf, l'extrait de vanille, et l'huile jusqu'à ce que le tout soit lisse.

4. À l'aide d'une cuillère en bois, incorporez ½ du mélange sec et tout le lait au deuxième mélange. Ensuite, incorporez le reste du mélange sec. (Assurez-vous de ne pas trop mélanger.).

5. Incorporez vite les bluets et versez le tout dans le moule. Mettez les tranches de fraise à la surface (J'aime faire un motif de fleurs avec ces tranches). Mettez au four et faire cuire à 350 °F pendant une heure (environ) ou jusqu'à ce qu'un cure-dents inséré au centre du gâteau en ressorte propre.

6. En attendant, préparez le glaçage. Versez dans un petit bol le jus de citron et le sucre et mélangez à l'aide d'une cuillère à thé. Le glaçage doit être sirupeux—pas trop liquide, mais pas trop épais. Donc, ajoutez plus de sucre ou plus de jus de citron, si nécessaire.

7. Sortez le gâteau du four. Versez tout de suite le glaçage sur le gâteau et laissez refroidir dans le moule pendant 5 minutes. Puis, démoulez le gâteau, mettez-le sur une grille de refroidissement, et laissez refroidir complètement.

8. Servez en tranches saupoudrées de sucre à glacer (sucre en poudre).

PRISONNIER D'AMOUR

PAR ERNST JULSAINT
CONTRIBUTEUR

*Suis-je un déséquilibré ou un possédé,
Un expatrié ou un égaré?
Qui saurait me répondre raisonnablement
Sinon que l'infaillible omniscient?
Je ne suis pas un beau lunatique
Non plus un soi-disant chimérique;
Je suis un déchiré, un écartelé,
Un incompris ou encore un oublié;
Une victime des flèches méchantes de cupidon. . .
Je suis un éternel sujet
Qui se voit conjuguer inlassablement;
Le verbe aimer au présent.
Je suis donc un prisonnier d'amour au cœur
D'un monde immense qui tourne à vide sur ses axes.
L'homme se donne au fourvoisement
Du beau futurisme rêveur,
Et l'éthique cède sa place à l'esthétique.
Seul et froid en quête d'un écho dans mon cœur
Sous ce ciel maussade quasiment dépeuplé,
Je suis un esclave de l'amour pur,
Un fou de la justice et de la morale,
Un engagé qui fredonne un refrain banal
Sous les coups de fouets aigus de la vie
Dans les plantations épineuses des gens heureux.
Encore, dans ce si grand univers lumineux,
Je ne suis qu'un aveugle au cœur lourd:
Un prisonnier d'amour.*

AMOR FATI

PAR TOKS WEAH
CONTRIBUTRICE

i know you of old; all insincerity and charm
we've danced in empty parking lots, under dim streetlights

"je te promets, je t'aimerai toujours"
et d'autres mensonges en plus

these are all the days i mean to let you go
17 weeks ago and 3437 kilometres away

je me suis endormi à la sifflement du téléphone
des appels transatlantique

je te quitte, if only you weren't under my skin

RÊVE D'AMOUR

PAR ERNST JULSAINT
CONTRIBUTEUR

*J'ai envie de t'offrir des matins colorés
Des aurores habillées en couleurs animées
Peuplées de fleurs, d'oiseaux et de papillons.*

*J'ai envie de t'offrir des jours sans nuages
Un horizon certain sous un ciel toujours bleu
Clair, éclatant comme l'eau d'une fontaine.*

*J'ai envie de t'offrir des soirs paisibles
Des crépuscules assurés sur un lit de coton
Au cœur tiède d'une maison d'amour.*

*J'ai envie de t'offrir des nuits limpides
Des étoiles en cristal et une lune en argent
Couronnées d'un beau rêve d'amour.*

Quelque petite chose



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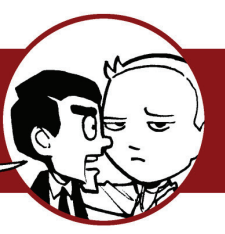
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MAX OVERACTS



HAVEN'T YOU EVER HEARD OF FREE SPEECH?



BY CAANAN GRALL
2011 EISNER AWARD NOMINEE

Max Overacts was originally written as a kid's book, I adapted this one to a comic format when I realised there was way more potential in keeping Max borderline psychotic, instead of teaching him humility.
The strip is about Max's unbridled optimism, and his quest to be the next greatest thespian. He wears his heart on his sleeve for his self-proclaimed leading lady, Janet, and lords his 'planned' status over his 'accidental' older sister, Andromeda. His best friend is Klaus, when his ventriloquist doll, Curio, isn't around.

MAX OVERACTS

PERSONAL SPACE: THE FINAL FRONTIER

Panel 1: BUMP OW!
Panel 2: AH OW AH AH AH
Panel 3: WHAT THE DING DONG?!!
Panel 4: I'M SORRY BUT AH... ARE YOU AN IMPORTANT PERSON?
Panel 5: ARE YOU SO FULL OF YOUR OWN SELF-IMPORTANCE THAT YOU CAN'T EVEN MUSTER THE NECESSARY HUMILITY REQUIRED TO STEP ASIDE?!!
Panel 6: DO I MATTER THAT LITTLE TO SOCIETY? AM I THAT INSIGNIFICANT?!!
Panel 7: SOME DAYS, I'M GLAD I CARRY A CANE.
Panel 8: KEEP TALKING SO I KNOW WHERE TO AIM. YES SIR.

PRO TEM OVERACTS

MAX OVERACTS

ME AM NOT AWESOME!!

Panel 1: MAX WHY ARE ALL YOUR CLOTHES ON BACKWARDS?
Panel 2: BECAUSE IT'S A NORMAL DAY, OF COURSE!
Panel 3: WHAT? CAN I NOT HAVE SOME BREAKFAST, THANKS?
Panel 4: OH, I SEE... IT WOULDN'T HAPPEN TO BE OPPOSITE DAY NOW, WOULD IT, MAX?
Panel 5: IN THAT CASE OF COURSE YOU CAN'T HAVE BREAKFAST. I AM UNGRATEFUL!
Panel 6: AH-AH-AH, MAX IT'S OPPOSITE DAY. THAT MEANS YOU'VE GOT TO MAKE ME BREAKFAST.
Panel 7: AND THEN YOU'D BETTER GET CRACKING TO SCHOOL, I CAN'T DRIVE YOU, BECAUSE I NORMALLY DO, SO YOU'LL HAVE TO WALK TODAY. THE LONG WAY, BACKWARDS.
Panel 8: THEN AT SCHOOL, YOU'LL HAVE TO DO WELL, AND PAY ATTENTION IN CLASS, AND-- YOU TAKE THE FUN OUT OF EVERYTHING!
Panel 9: AWW, THANKS, HONEY. OPPOSITE OVER!
Panel 10: I AM UNGRATEFUL!

MAX OVERACTS

I'M NOT ALLOWED TO REFER TO PORRIDGE AS 'MAGGOT SOUP' ANY MORE...

Panel 1: MAX, GO AND GET DRESSED, WE'LL BE LATE.
Panel 2: I'M NOT MAX.
Panel 3: MAX-- Ssh! Ssh! HE'LL HEAR YOU.
Panel 4: I MEAN, YES... OBVIOUSLY I AM MAX, BUT I'M NOT MAX. I'M MAX FROM THE FUTURE FROM TOMORROW!!
Panel 5: I SEE. NO, YOU DON'T!
Panel 6: YOUR VERY NEXT ACTIONS WILL DEFINE MY ENTIRE LIFE, FOR THE REST OF THE DAY! YOU MUST LISTEN VERY CAREFULLY TO WHAT I'M SAYING...
Panel 7: DON'T FEED ME PORRIDGE THIS MORNING. IF YOU DO IT WILL BACK ME UP UNTIL A RATHER UNTIMELY BOWEL MOVEMENT DURING OUR LIBRARY SESSION THAT WILL DEFINE MY SOCIAL STATUS FOREVER!!
Panel 8: OH! YOU BELIEVE ME! I CAN FEEL IT! I'M FADING BECAUSE YOU'RE GOING TO MAKE PANCAKES INSTEAD! I DON'T EXIST ANY MORE! MY PLAN WORKED!
Panel 9: OH, HEY MUM! WHAT'S FOR BREAKFAST?
Panel 10: SHUT UP! MAX!

MAX OVERACTS

THERE ARE PEOPLE WATCHERS AND PEOPLE WORTH WATCHING. WHICH ARE YOU?

Panel 1: YES, I WOULD LIKE AN EXTRA TALL, SKINNY SOY, VANILLA MANILLA, EXTRA HOT, DOUBLE PUMP CHAI LATTE, PLEASE. WITH SPRINKLES.
Panel 2: EXCUSE ME, BUT IS IT OKAY IF MY FRIEND AND I LINGER SO I CAN BOAST LOUDLY MISCELLANEOUS UTTERLY WRONG "FACTS" ABOUT MY WIDELY TRAVELLED TRAVELS?!!
Panel 3: Uh... FANTASTIC! I'M DYING TO ALSO GET ALL THE LATEST NEWS OF MY RENOVATIONS OFF MY CHEST. YOU KNOW, THE COLOUR OF MY TILES IS VERY IMPORTANT!!
Panel 4: OH, THERE I GO AGAIN! TALKING ABOUT MYSELF ALL THE TIME, TOTALLY OBLIVIONED MY FRIEND HERE IS UNBELIEVABLY BORED. CAN YOU IMAGINE?!!
Panel 5: I MEAN, JUST BECAUSE I MOONLIGHT IN AN INDIE ROCK OUTFIT BUCKING THE SYSTEM WHILE SLAVING TO IT, DOESN'T MAKE ME INTERESTING, DOES IT?!!
Panel 6: DID YOU HAPPEN TO SEE THE INDELIBLY IMPORTANT ADVERTISING EXECUTIVE I WAS MEANT TO MEET TODAY? WE'VE NO WORK TO DO BUT AT LEAST MY LATE BECOMES A BUSINESS EXPENSE.
Panel 7: NO?-- COME ON KLAUS, LET'S GO WORK ON THE SCREENPLAY FOR OUR HORRIBLY UNFUNNY SITCOM PILOT! HA HA!
Panel 8: LOVE ME OR HATE ME, AT LEAST IT'S SOME REACTION.

MAX OVERACTS

HAVEN'T YOU EVER HEARD OF FREE SPEECH?

Panel 1: WHY AM I NOT SURPRISED. YOU HAVEN'T HEARD THE WAY I TELL IT!
Panel 2: ONCE UPON A TIME, OLD GEPETTO FOUND THE MOST PERFECT BLOCK OF MAGIC WOOD FROM WHICH HE DECIDED TO FASHION HIMSELF A PUPPET.
Panel 3: THE MOST OPPRESSED PUPPET IN ALL THE FILTHY LAND!
Panel 4: GEPETTO WAS AN AWFUL BITTER, CANTANKEROUS OLD COOT, AND THIS COULD NEVER GET A GIRLFRIEND. HIS PUPPET, PINOCCHIO, WAS HIS BEST CHANCE TO PRODUCE AN HEIR. WAY TOO MUCH PRESSURE FOR A NEW BORN STRINGLESS MARRONETTE MIRCLE!
Panel 5: GEPETTO FORCED PINOCCHIO TO SEEK OUT THE BLUE FAIRY WHO ALONE HAD THE POWER TO TURN PINOCCHIO IN TO YET ANOTHER HUMAN, COOKIE CUTTER, TINY HUMAN. THE TURBID SHE GOAT!!
Panel 6: BUT PINOCCHIO DIDN'T WANT TO BE A REAL HUMAN BOY, WHO WOULD WET THE BED, RUN FROM THE NOSE, AND GROW UP TO BECOME JUST ANOTHER DRAIN ON HUMANITY'S RESOURCES.
Panel 7: HE WAS A MAGICAL TALKING PUPPET, FER CR'YIN' OUT LOUD! SO HE RAN AWAY WITH A FOX AND A CAT, WHO MANAGED HIS BROADWAY EXTRAVAGANZA WHERE THEY ALL MADE TONS OF CASH.
Panel 8: BITTER MUCH? TALK TO THE HAND!

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