

# Pro



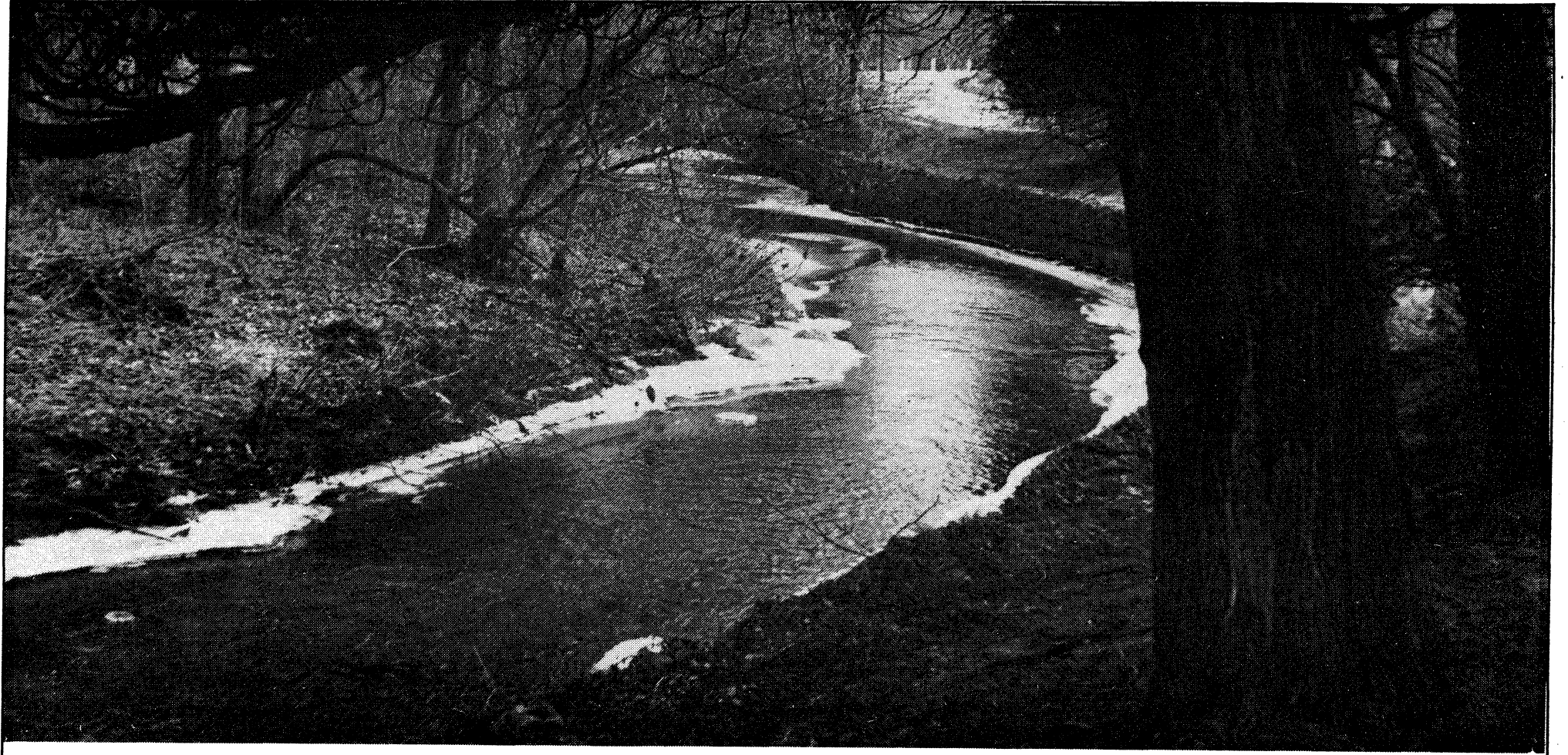
# Tem

Glendon College  
Collège Glendon

Vol. 22 No. 13

le 31 janvier 1983  
January 31, 1983

My Editor the Vampire  
Behind the Scenes  
Finding a Unified Student Voice  
"Students' Little Helper"  
And Lots More....



All set for the boat races ??? Winter Carnaval d'hiver is here....

## SCHOLARS AND DOLLARS AND GOVERNMENT

*Universities in Ontario are facing major cutbacks, like universities across Canada. It has been quite a switch from the 1960's when the universities went on large spending sprees. Paul Axelrod's new book, *Scholars and Dollars*, examines the history of the Ontario university system, and Art Kilgour examines the issues raised in *Scholars and Dollars: examining Ontario's university system*.*

by Art Kilgour

Canadian University Press

When Ontario's Education Minister Bette Stephenson announced late last year that the province's universities are now considered, 'full-fledged players in the economy and must abide by most of the same rules as other sectors,' her candidness was unusual. But she was really only saying aloud what most university people believe has been her guiding internal philosophy since taking over as Minister of Colleges and Universities in 1978.

Stephenson was indicating that in the future, as in the recent past, universities will enjoy no special immunity when it comes to government spending cutbacks. And they had better be prepared to re-orient their programs so as to contribute to society in simple non-esoteric ways as befitting the tough economic times—meaning, offering practical training and skills in line with the government's industrial and economic goals.

What she did was re-confirm the worst fears of those who teach and study in Ontario universities (and to a lesser extent the people who administer them—by necessity they're generally more attuned to current government thinking).

Ontario universities are now preparing for full-blown rationalization in the 1980s, a far cry from the heady days of the 1960s when new innovative institutions sprang up around the province, new interdisciplinary arts programs spread across stale intellectual boundaries and the idea of universal access to higher education seemed genuine faith of politicians. Many shake their heads now at the way higher education is developing in the 1980s. Many are truly perplexed that the very man whose political career grew alongside the university system—Bill Davis—has now turned about face and is overseeing its dismantling only a decade and a half later. Why wasn't this blatant hypocrisy evident to everyone?

PAUL AXELROD ARGUES IN *SCHOLARS AND DOLLARS* that there was no contradiction in the government's declining support of universities in the 1970s. He traces the roots of the impulse which led to Ontario's 1960's spending spree on universities. And he says that the underlying motive was utilitarian, to foster economic growth and the accumulation of wealth. For this reason, he says, the expansion was supported by politicians, businessmen and the public. Here is Bill Davis in 1963: 'Today as never before in our history, our very survival, our future development and prosperity as a nation depend on the proper education of our youth and a section of our adult population as well.'

The wider social goals which some associated with the expansion of the university system, goals like universal access to education irrespective of class, didn't conflict with the

goals of politicians like Davis—at least not in the 1960s. As Axelrod says 'in a period when all investment in higher education was viewed as inevitably profitable, it was unnecessary for official spokesmen to distinguish between the democratic and economic benefits of post-secondary education. For the middle and upper classes, universities were the vehicles to professional status. For the less privileged, they held out the promise of upward social mobility.'

But the tables turned in the 1970s. Just as the economic context of the 1960s produced a favourable climate for university expansion—indeed, required it—so did the economic problems of the 1970s, unemployment and inflation, sour the atmosphere for continued high levels of state support.

Take unemployment. Axelrod points out that the basis of expanding the university system was that its graduates would find jobs and repay society's investment in them. At the undergraduate level, the university system was expanded simply to accommodate projected enrolment increases. Axelrod observes, 'So long as students were finding jobs in the market place, then the open-ended enrolment policy...posed no problem. The tasks of producing skilled manpower and of ensuring wide accessibility to higher education could be pursued simultaneously.' Universities were also able to offer undergraduate courses of study with little direct concern about the country's vocational requirements.

But what would be the rationale for open-ended enrolment when the BAs were no longer

able to find work, and when many of the jobs they did find failed to utilize their expensive skills? By the mid-1970s, economists were producing studies critical of the old policies, and which provided an answer to the dilemma of graduate unemployment—in periods of high unemployment, the university was becoming a costly holding ground for unproductive citizens.'

The other problem, inflation, meant that the universities required rapidly escalating infusions of money simply to maintain their established levels of service, and government expenditure in general was criticized as a cause of inflation.

So, the government's whole approach to university funding did an about-face in the 1970s. As Axelrod says, 'whereas higher education had once been extolled as the key to continued economic prosperity, it was apparent by the early 1970s that the province's universities had become part of the economic problem.' Remember Davis in 1963? Here he is again in 1970: 'There was a time in the not too distant past when the majority of our citizens believed that almost any amount invested in education, particularly at the higher levels, constituted a wise investment on the part of the public. That feeling no longer seems to be so general or unquestionable.' Colleges and Universities Minister John White expressed the government's new sentiments more bluntly a year later when he said it wanted more 'scholar for the dollar' from the universities.

The results of this shift in priorities is no news to anyone associated with Ontario universities. Axelrod sums it up: 'Annual grants failed to keep pace with

inflation, failed to match consistently the recommended increases of the government's own advisory body, and failed to meet fully the cost of the government's declared 'objectives' for post-secondary education. Equipment and facilities were deteriorating, library budgets were evaporating, and new hirings reached a virtual standstill.'

Axelrod's central argument is that Davis and his kind always sought to use universities to pursue the goals of capital accumulation and economic growth. When the economic context of Ontario and Canada changed at the end of the 1960s, so did the functions of the university system for the government, and its funding policies. There were no contradictions in this shift in the government's eyes. Those who saw it as a genuine change of heart on the politician's part were the people who sincerely believed the new university system was primarily an attempt to address social and economic disparity through education. Simply put, it wasn't.

THE OTHER MAJOR thread in Axelrod's book illuminates a cruel irony in the government's university policies. Although it attempted to use universities to stimulate economic growth in the 1960s, they proved to be an extremely awkward economic instrument because of their inability to adapt quickly to changes in the economic environment. The major failure, of course, is the legacy which is the university system today. But Axelrod catalogues a whole series of government attempts to tie graduate programs to the manpower needs of industry and commerce—most of them

Cont'd on page 6

# Notes

## FACULTY OF EDUCATION

Students wishing to learn more about the Bachelor of Education Programme at York University, Glendon Campus are invited to attend a special information meeting to be held Wed. Feb. 9th at 4:00 p.m., in the S.C.R.

The Faculty of Education is now receiving applications for the 1983/84 Academic session. Students currently registered in undergraduate faculties can obtain applications or information from the Faculty of Education office, room 228, York Hall.

## GLENDON COOKBOOK

Volunteers wanted to assist with the production of a Glendon Cookbook. Proceeds would go to the Friends of Glendon. Please contact Jan Morrissey, Dean's office, 241 York Hall, 487-6107.

## OFNI

You are cordially invited to witness the launching of the one and only issue of OFNI on Thur. Feb. 3rd at 6:20 p.m., in the S.C.R.

Nous avons le plaisir de vous convier au lancement du numéro unique de la revue OFNI le jeudi 3 Février 1983 de 18 h à 20 h. Dans la Club des professeurs.

## FACULTY COUNCIL

Those students on the Faculty Council please check the Bulletin Board across from the Junior Common Room. At present, there is a meeting tentatively scheduled for 1:15 pm, Friday, Feb 4th. Please consult the notice board for conformation of time and place. Please contact Chas. Kellen at 421-2808 if you cannot attend.

## CERTIFICATE OF BILINGUAL COMPETENCE

The deadline for applications has been extended to Feb. 21st. Applications and information are available in the Faculty Council Office, Room 121 York Hall. Telephone: 487-6257.

## CERTIFICAT DE COMPETENCE BILINGUE

Il y a maintenant une nouvelle date limite pour remplir un formulaire pour le Certificat de compétence bilingue. Le 21 février 1983. Les formulaires et tous renseignements sont disponibles au bureau du Conseil de la Faculté, salle 121 York Hall. Téléphone: 487-6257.

## THE STRUGGLE CONTINUES

There will be a lecture on 'Race Relations in Canada' on Friday, February 4th, 1983 at

1:00 p.m. The lecture will be given by Frances Henry, Professor of Anthropology, McLaughlin College, York University.

## BRIDGE CLUB

The Bridge Club meets at 1:00 pm in the Junior Common Room on Tuesdays. All students are VERY welcome.



## MY EDITOR THE VAMPIRE

After many painstaking months of observation and research, I have unearthed a story of frightening and horrifying proportions: there is a *vampire* amongst us. And this is no ordinary vampire: it is an *editor-vampire*.

Perhaps he has been recognized on campus. He struts about disguised as a preppie, but is actually enfolded within his invisible cape. His short, expertly-cropped black hair fails to hide the enormous bull-moose horns protruding from either side of his swelled head. The air about him reeks of sulphur and pomposity; so thick it can be sliced with a Beaver steak knife. As well, he possesses supernatural powers: as a direct descendant of the Prophet, he is capable of drawing aside the veil obscuring the future and peering into events yet to come (he is best at seeing into my future, especially if I am late with this column). Thus, he is ably equipped to deal with stake-outs (in his case, stake-ins).

However, just like his undead kin, he has his weaknesses. If he stirs from his room in daylight hours (a rare occurrence, to be sure), he becomes weak, vulnerable, and often susceptible to the lures of human vices—the dreaded cigarettes and spirits (no, not his departed relatives). His habits are therefore nocturnal.

His normal prey consists of people who value a good night's sleep—after several weeks of his influence, even the most resilient victim becomes a helpless insomniac zombie, often found wandering the halls of Wood Residence (his lair) at three in the morning. He does not discriminate: all fall victim.

In order to safeguard the residents of the campus, and in particular, those of the aforementioned elder residence from this demon, I have dusted off my copy of *Famous Tundra Defences Against Vampires, Politicians, and Other Horrors* to provide some 'northern' remedies from the creature.

The remedies are foolproof—they work successfully against daemonic polar bears and werewolf insurance salesmen (who don't always wait for a full moon to appear at the igloo howling about the benefits of life insurance just before taking an arm and a leg—literally).

Firstly, it has been found that a necklace of ornaments that are anathema to the vile creature is often effective—thus, we have ice cube necklaces for polar bears; pieces of the rock for insurance salesmen; and for our vampire, the book recommends a necklace of back issues of Pro Tem. If that fails to deter him, the second defence is to appeal to his enormous vanity and conceit—flatter him. Tell him how good-looking he is, how well he does his job (works wonders for me), how well he talks, tell him he's a real ladies' man—then, while he's agreeing with you, stab him in the heart with a whale harpoon (or, rather, where his heart would be if he had one). The last desperate line of defence is my own personal method: placing 1700 other victims between him and me.

However, these methods are guaranteed for sub-Arctic climates only—results vary below the Arctic Circle. That's why I'm staying in my room, especially after writing *this* column.

Is there a Van Helsing in the house?

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## FOOD AND BEVERAGES BEHIND THE SCENES

by Elizabeth McCallister

On January 17 at noon the bids were closed for the Glendon catering contract. Behind the scenes, the Glendon Food and Beverages Committee was working hard to represent the Glendon students to the best of their ability.

Robert Mawhinney is a member of the Glendon Food and Beverage Committee and he is participating in the contract negotiations. Within these contract negotiations, total confidentiality was promised. Both he and Patrick Leone, chairman of the Glendon Food and Beverage committee, felt that more student representatives should be able to examine the contract bids. But this would compromise the secrecy the the York

Administration promised the companies. Patrick Leone agreed they should have requested this before they went to tender but did not understand the business procedures of going to tender.

Enter the struggle for more student representation: as it stood, student representation was limited to Bob Mawhinney, Chris Lambert (Glendon Food Ombudsman), and Chris Summerhayes (Chairman of the York Main Food and Beverages Committee). Mr. Mawhinney and Mr. Leone were not satisfied with this. They felt it would be necessary to have a subcommittee, sworn to secrecy, to advise Bob Mawhinney.

Mr. Dawson, Director of Ancil-

lary Services and Chairman of the Tender Committee, said this would compromise the University's credibility in the business world. So, in Bob Mawhinney's words, 'Mr. Dawson advised the Dean of Students and M. Aubin-Roy that if I wasn't prepared to accept the confidentiality and secrecy rules the Dean of Students should ask for my resignation.' Mr. Dawson wanted his resignation by 10:00 am, January 20. However, Ms. Schmidt, the Dean, supporting Bob's ideas, did not ask for his resignation.

Bob Mawhinney had been considering resignation as a gesture, but decided against this and said he would rather be fired than resign 'if we can't get a compromise.' He felt that as a

compromise, a four member advisory committee consisting of Patrick Leone, another elected committee member and two members of the Glendon College Student Union Executive, could be considered at the very least. The executive members who were suggested were Carl Hétu, President of the GCSU, and Dave Sword, VP Internal. Bob feels that this advisory committee is necessary because he will be 'immersed' in the negotiations and these people will 'look at it in a fresh perspective.'

On January 20, Bob Mawhinney and Patrick Leone received their much needed support from Principal Garigue. Without his support, Bob Mawhinney felt

that they would be 'up the creek.' When told of the Principal's support, Patrick Leone said, 'I'm surprised at his support. I'm also glad.'

At present, this advisory committee has not been officially approved by the Tender Committee. This, even though Bob Mawhinney has promised that they will 'write affidavits to secrecy and swear oaths to secrecy.' This committee, he feels, is important to the 'principle of student involvement and effective student representation.' This effective student representation could be very important to the Glendon community, as the contract negotiations will affect everyone who eats in the cafeteria or the Underground.

## POUR APPRECIER L'APPRENTISSAGE DE L'ANGLAIS

par Bernard Asselin

Il existe depuis quelques années à Glendon, un programme de partenaire français-anglais qui donne la chance aux étudiants d'améliorer leur langue seconde.

Historiquement, l'idée fut lancée dans les années 70 et fonctionnait d'une façon plus ou moins semblable d'une année à l'autre. Depuis deux ans sous l'égide de Jan Morrissey (bureau de la Doyenne aux étu-

dants), le programme se donnait comme but de rapprocher non seulement les étudiants francophones et anglophones, mais aussi de créer une relation entre les résidents qui demeurent à l'intérieur du campus et ceux de l'extérieur.

Récemment, la responsabilité du programme de partenaire fut transférée aux représentantes étudiantes du département de français (Michelle Vyge) et d'anglais (Susan Stanley). Cette dernière mentionne que l'ac-

cent a été mis sur la publicité vers la fin de novembre 82 et que la réponse des étudiants fut satisfaisante. Officiellement, le tout a commencé le sept janvier et a permis à cent personnes de s'inscrire, dont un tiers sont francophones. (Vous pouvez voir la liste affichée près de la porte du local de l'association des étudiants du collège Glendon (A.E.C.G.)).

Etant donné que les francophones se retrouvent en nombre réduit, la plupart d'entre

eux doivent partager leur rencontre avec deux anglophones. Quelques-uns préfèrent se rencontrer par groupe de deux, tandis que d'autres, optent pour la discussion à trois. De toute façon, les participants décident eux-mêmes la manière à laquelle ils désirent organiser leur période; que ce soit, aller voir un film, prendre un repas à la cafétéria ou à l'Underground Café. L'objectif principal est de donner l'opportunité à ceux qui le désirent, de pratiquer et d'améliorer leur langue-seconde dans un climat de relaxation et de confiance. Comme le signale Susan Stanley: 'L'important c'est le dialogue...'

Un étudiant anglophone ayant eu une première expérience

avec son partenaire, mentionne que le plus difficile pour lui jusqu'à présent est l'accent Québécois, mais qu'il a confiance de se familiariser assez vite. Il dit avoir vraiment aimé cette première rencontre hebdomadaire qui ne dure en réalité qu'une heure.

D'un autre côté, une étudiante francophone en est à sa quatrième rencontre. Elle dit qu'elle apprécie beaucoup le fait de partager des expériences 'extraordinaires' de vie d'une étudiante mature. De plus elle ajoute: 'Si je ne m'étais pas inscrite au programme, je n'aurais pas eu la chance de connaître cette personne'. Elle affirme

suite à la page 8

## UN NOUVEAU NOM POUR UN GRAND RETOUR

par Martine Becquet

Peu après la fondation de Glendon, les étudiants ont créé une publication littéraire éditée sous divers formats et appellations au cours des années. Il y a eu ainsi, *Ventilator*, *Amaranth* et *Dime Bag*.

Au milieu des années 70, la parution de *Dime Bag*, (2 parutions par an à l'époque) était attendue avec impatience. Les travaux, poèmes, photos et dessins étaient de bonne qualité; ont paru notamment pour la première fois dans cette publication, certains poèmes de Michael Ondaatje et Irving Layton.

Le Conseil des Etudiants, ainsi que le bureau de la Doyenne ont toujours par le passé subventionné cette publication gratuite.

Les éditeurs (étudiants) dé-

siraient que leur publication soit bilingue mais il y avait alors peu d'étudiants francophones à Glendon si bien que les publications furent principalement pour ne pas dire entièrement anglophones.

Voilà pourquoi, après 2 ans d'absence, la publication littéraire de Glendon a adopté un autre nom, celui-ci bilingue, *Elixir*.

Que sera *Elixir*? *Elixir* comme ses prédécesseurs *Amaranth*/*Dime Bag* comportera environ 32 pages format 8.5 X 5.5 de poèmes, dessins et photos.

Ces travaux devront être effectués uniquement par les membres du collège, (étudiants, enseignants, etc...)

*Elixir* sera tiré à 300 exemplaires minimum; nous espérons augmenter le tirage si les subventions obtenues nous le permettent.

Pour l'instant et nous les en remercions vivement le Conseil des Etudiants et le bureau de la Doyenne ont répondu à notre demande nous offrant un montant total de \$800, dont \$500, nous ont été donnés par le Conseil des Etudiants. Le bureau du Principal étudie toujours notre demande de subvention et y répondra sans aucun doute chaleureusement.

*Elixir* est donc sur la bonne voie. Il n'attend plus que votre participation. En effet, jusqu'à présent très peu de travaux ont été soumis par les francophones.

Vous avez jusqu'au 25 février inclus pour soumettre vos travaux au département de français ou d'anglais.

Pourquoi ne pas partager votre amour de la poésie, de la photo ou du dessin avec d'autres? Vite, à vos plumes!

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le 31 janvier 1983  
January 31, 1983

# Pro Tem

Vol. 22 No. 13

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## FINDING A UNIFIED STUDENT VOICE

Despite valiant efforts to keep the issue alive the question of a return to a Fall reading week was shelved by Faculty Council in December. Reasons for this are varied but the main stumbling blocks are administrative and are heavily influenced by the fact that no other York undergraduate faculty has a Fall reading week. Because of this Glendon Faculty is reluctant to alter Glendon's sessional dates due to overlaps in programs involving the Faculty of Education and Atkinson College.

The problem of how to fit a reading week into the Fall term is also a major consideration. There are, presumably, three options for doing so, namely:  
1) to start term a week earlier  
2) to end term a week later  
3) to cut a week of classes  
none of which seem to work after serious consideration. Another avenue, that of an optional reading week, was explored but was swiftly quashed by the principal who pulled rank, saying that a reading week was an institution, was thus the responsibility of the administration, and would never be left to the discretion of individual professors.

The reading week issue was also dealt a hard blow by the very group that supported it the most strongly, namely the Student Caucus. The student presentation was disorganized at best with many of the student members displaying an acute lack of procedure.

Although the vote failed in council it was apparent that most of the faculty did want to support a reading week but couldn't support it in the form it was presented in the motion. As a result the final vote showed a profound split between faculty's reluctant opposition and student's adamant support of the motion.

A reading week is, needless to say, an issue which is near and dear to the hearts of students (and faculty) and was the most important and difficult issue since the C.D. Howe affair. The fact that this issue was lost so badly is testimony to the fact that students are not only not working with faculty but are not even working with each other.

A unified student voice must be heard in Faculty Council (Glendon's highest academic body) but it is also important, since there is no set mandate stating what a student representative must do, to make use of individual talents: some have a knack for rules and procedure, some report to the student body through the newspaper, some are interested in helping individual students with their problems, some are interested in the committee work, and some are interested in being the watchdogs of student concerns. No matter where the interests and the talents lie, however, they should never be crushed for the sake of unity.

Now that the possible return of a Fall reading week has been postponed for another year it is time to lick our wounds and learn from our mistakes and begin again. This time, though, we must tap that great, untried resource — namely faculty — who are easier to talk to and persuade outside of meetings and are far more sympathetic to student causes than they may seem.

A strong show of unity and competence and a refrain from backstabbing on issues in general would be beneficial, not just to the Student Caucus, but to the entire Glendon community. What can be achieved by working together is far more important than the petty politics which always ensnares the steps towards progress.

Malgré tous les vaillants efforts pour faire continuer le débat pour une semaine de lecture en automne, le conseil de la faculté a tout arrêté en décembre dernier. Il y a plusieurs raisons derrière cet échec et l'une des principales est administrative et est renforcée par le fait qu'il n'y a aucune autre faculté de l'université qui ait de semaine de lecture en automne. C'est pourquoi la faculté du collège est réticente à faire des changements de dates qui créeraient des problèmes.

Comment organiser une semaine de lecture demande de sérieuses considérations. Il y aurait, paraît-il, trois possibilités, c'est-à-dire:  
1) commencer la session une semaine plus tôt  
2) finir la session une semaine plus tard  
3) couper une semaine de classes.

Après avoir étudié ces options, le conseil est arrivé à la conclusion qu'aucune ne peut fonctionner. Une autre possibilité est de créer une semaine de lecture optionnelle. Ce fut étudié mais le principal s'interposa en disant qu'une semaine de lecture était une institution et par conséquent la responsabilité de l'administration et cette responsabilité ne pouvait être abandonnée aux professeurs individuellement.

Une autre raison d'importance derrière l'échec du débat est le groupe même qui supportait le plus le sujet débattu, c'est le caucus étudiant. Ils manquaient d'organisation.

Même si la résolution a été défaite, il était clair que la majorité des membres de la faculté étaient en faveur de l'idée mais pas sous la forme présentée. Le résultat final ne fit qu'exprimer la réalité: l'opposition réticente des professeurs contre l'appui



enthousiaste des étudiants. Une semaine de lecture est un sujet auquel les étudiants (et les professeurs) tiennent à cœur et fut le sujet le plus important et le plus discuté depuis l'affaire C.D. Howe. Le fait est que les étudiants sont tellement désorganisés qu'ils ne sont non seulement pas prêts à travailler avec les membres de la faculté mais aussi avec eux-mêmes. Les étudiants devraient se tenir ensemble, ils ont des intérêts différents qui devraient les unir plutôt que les séparer. Maintenant que les discussions sur la semaine de lecture

sont terminées, il nous faut panser nos blessures, apprendre par nos erreurs et nous préparer pour une nouvelle tentative. Il nous faudrait cependant utiliser une grande ressource, les professeurs eux-mêmes qui sont plus sympathiques à nos causes qu'ils ne le laissent voir. Il faut montrer que nous pouvons être forts et unis. Il nous faut cependant cesser de s'attaquer les uns les autres. Le résultat compte trop. Editorial by Ruth D. Bradley Traduction par Nicol Simard

## LETTERS TO THE EDITOR

Dear Sir,  
I am a second-year Journalism student at Ryerson and I would like to clear up a few items concerning your Jan. 24 feature on doors around campus. Mine was one of the doors pictured and I was interviewed by Susan A. Kerr, who is on my floor and is also one of the editors of Pro Tem.  
Being a journalism student, I have learned the difference between good journalism and what we in the field call, 'Sensationalism'.  
When Miss Kerr interviewed me, we were talking about Garfield (of who I am a big fan) and the quote about providing a reflection of yourself you want people to notice was made in regard to my Garfield posters. Not the '25¢ every day except Saturday' sign, which, by the way, was given to me by another girl on my floor. My other quote which was published about my room being a 'fun room' was also said in regard to a Garfield post-card on my door, but Miss Kerr did not state it that way.  
Everything I said was taken out of context and used in a way to make Miss Kerr's story more interesting, eye-catching and to say the least, more humorous. I am not amused.  
This, dear editor, is SENSATIONALISM.  
The implications of those comments are defamatory and Pro Tem January 31, 1983 Page 4

extremely insulting to my person. If Miss Kerr knew journalism as well as she knows sensationalism she probably would have made a great journalist. The only type of journalism she is reaching for now is best left in the field of tabloids such as the Enquirer, etc.  
An editor's job is to screen defamatory stories or statements. If she is going to continue to write such trash journalism then I suggest Pro Tem be prepared for a few law suits. Or perhaps, you should consider engaging some new editors.  
This is not just Miss Kerr's fault. It is also the fault and responsibility of the paper itself. Any decent editor would know that statements such as those are defamatory and although my name wasn't mentioned, my residence and my room number were shown. This story should have been screened. And I did not give permission for my door to be photographed.  
The first rule in journalism is that reporting should be fair, accurate and TRUE, besides being objective.  
Miss Kerr made a judgement that she had no right in making and if this is any indication of her writing and her reporting ability then, as far as I am concerned, her credibility as a reporter isn't worth a bucket of spit.

Needless to say, I am outraged and expect some action to be taken against this sort of trash journalism. It is an insult to my craft and it should be stopped.  
Sincerely,  
Dina Abramson  
Editorial Board Note:  
It is unfortunate that the humorous intent of this article was not met with a similar perspective. We do not believe that these comments were taken out of context nor do we think that this is a case of 'sensationalism'.  
Dear Sir,  
In response to Fred Simpson's letter regarding 'middle of the road' music played at the pub, I must confess that I strongly believe we don't get enough of Barbara Streisand and other easy listening selections. It is essential that a college radio station consider everyone's tastes. Rock is terrific but too much rock becomes simply monotonous and boring.  
Hal Porter  
A devoted Barbara Streisand fan  
Dear Sir,  
Re-Fred Simpson's disgust at hearing Barbara Streisand fiddling around before noon in the pub.  
I, and other music lovers of varied tastes within the Campus have visited the pub lately and

can assure the D.J. that his attempts to titillate our acoustic apparatus are falling short of our expectations too. We definitely march to the tune of different drummers. We'd like more, not less, of Barbara, and much more fiddling (as well as the Québécois musique to which we should be dedicating equal time).  
Any student within earshot of the Café de la Terrasse has surely had his fill of 'da da da' and blaring 10-decibel heavy metal while trying to digest a simple grilled cheese sandwich and mushroom soup.  
I mean, let's face it, when we've had a grueling day full of 'intellectual odysseys' maybe a good zap to the eardrums is considered medicinal. But during the afternoon, an atmosphere of 'easy listening' is much appreciated.  
Could it be that Fred is still suffering from the sibling rivalry syndrome of who gets to turn up daddy's stereo equipment the loudest when he's not yet home from the office?  
ESTELLO!  
Dear Sir,  
Re: 'A period of reflection, a time for decisions'.  
To use a phrase that's been over-worked by certain profs in the Political Science Department: Plus ça change, plus c'est la même chose.

As much a serious problem as it is to you, your editorial board, and staff, I don't think the editorial (it certainly isn't a news story) should have appeared on the front page and given the prominence of above the fold. No, it should have been on the editorial page—if there is one. Is there?  
Other than that, I should like to point out that the second sentence of the second paragraph is misleading. The offensive sentence reads: 'Since 1979 Pro Tem has been closed by the GCSU for financial reasons three years out of four'.  
Oh, is that so.  
As editor in 1979-80, I know that Pro Tem was not closed down, though the thought certainly crossed a few minds in the GCSU at the time.  
In 1980-81, it was closed down. That didn't stop Joe Holmes from publishing, however.  
In 1981-82, as you note in your editorial, it was closed down. That's two out of three years. Have you been closed down during your term?  
R. Taylor  
former editor-at-large.  
Our apologies to Mr. Taylor, Pro Tem's editor-at-large. The newspaper has indeed not been closed down three times since 1979, however, Pro Tem has been closed down three times since 1978. Our mistake.



## HARASSMENT CENTRE CHARGED WITH DISCRIMINATION

by Lynne Watt

One year ago, in January 1982, the Presidential Advisory Committee on Sexual Harassment released its final report but the University is still awaiting the results. The report was commissioned by President Macdonald with a mandate 'to prepare a review of, and recommendations for, both informal and formal mechanisms for dealing with sexual harassment of students and employees of York University.' The final report was the result of approximately two and a half years' work and it included several important recommendations, among them that the President establish a Sexual Harassment Education and Complaint Centre.

The Centre would have two main roles:

- to educate and sensitize the university community about the issues and problems of sexual harassment, in order to prevent further incidents; and
- to deal with allegations of sexual harassment.

In this second capacity, the Centre would provide the complainant with information about the procedures available for dealing with the allegations within York University, as well as about the avenues for redress available outside the university.

The Centre would also ar-

range counselling, if desired and, where requested, aid the complainant and the respondent through the procedures for an official complaint—these procedures are outlined in the report.

After the report was released in January, President Macdonald accepted its recommendations and began the process of their implementation. Space was allocated for the Centre in Founders College and most of the budgeting questions were settled. A selection committee was struck to interview candidates for the position of Co-

2. The Co-ordinator must be affiliated with York University.

The specification in the advertisement that the Co-ordinator must be female aroused several responses from members of the York community, although Prof. Page Westcott (a member of the Presidential Advisory Committee on Sexual Harassment) said that when the Final Report itself was released with this specification there was no comment on it. In June Prof. Ann Shteir (Chairperson of the Committee and former Advisor to the President on the Status of Women) received a letter from Prof. Paul

the context of the Committee's decision. Prof. Grayson then lodged a complaint with the Ontario Human Rights Commission in July.

In this case, the person who lodged the complaint did not, himself, want the job; he was complaining on principle. Under the old Human Rights Code he could not have done this but it is permissible under the new Code because there is now a statute which allows a person to bring a complaint-on-principle to the Human Rights Commission, asking the Human Rights Commission itself to become the complainant. This was the first time that a complaint of this nature had been lodged under the new Code. In September the Human Rights Commission decided to take on the complaint.

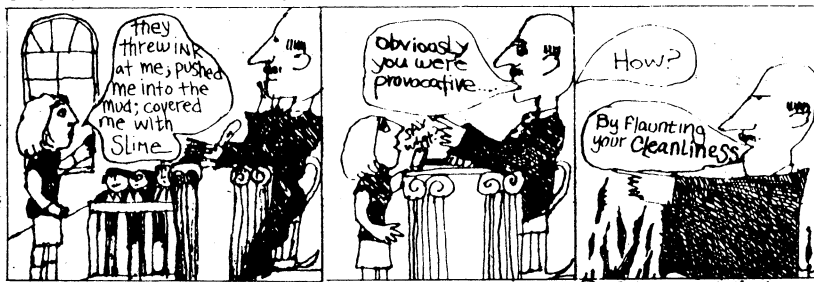
The University is defending its position under a clause in the Code which deals with 'constructive discrimination'. Section 10A of the Ontario Human Rights Code states that discrimination on the basis of sex (and race, religion, age etc.) is prohibited except where 'the requirement or qualification or consideration is a reasonable and bona fide one in the circumstances.'

Prof. Shteir said, 'We believe that, in this circumstance, sex was a reasonable and bona fide qualification.' She went on to explain that, while they recog-

nize that an incident of sexual harassment could be directed against a male, it is more likely to occur to a female and that it makes sense to have a female Co-ordinator as the first contact person that the victim will approach. She also pointed out that the report states: 'The co-ordinator should ensure that, where complainants request male assistance or advice, such assistance is available.' Prof. Westcott explained that the Committee had been very careful to set up the procedures in such a way that they would be equally fair and accessible to both male and female complainants and respondents. The Co-ordinator's job is to be the initial contact and, if necessary, to arrange for a mediator who is acceptable to both parties. The fact that the Co-ordinator is female would not prejudice the outcome of a case for she, herself, would not be involved in the mediation.

When the complaint was lodged with the Human Rights Commission in July, the establishment of the Sexual Harassment Education and Complaint Centre was put on hold. The University was not legally required to stop but it was very concerned about proceeding in a climate that could be potentially harmful. To date, there has been no decision on the complaint but Prof. Shteir expects one very shortly.

the feminist funnies by nicole holland



Grayson (Assoc. Dean of Humanities, Atkinson College) in which he inquired whether there had been a mistake in the advertisement; if not, then because it had specified the sex of the director to be female, it was a case of discrimination. Prof. Shteir replied that there had not been a mistake and explained

1. The Co-ordinator shall be female; and,

therefore with access to the PBS station (Ch.17), one of the few stations to show high-quality programming.

For those who prefer exclusive control over both television and environment, there is the option of keeping a small portable in one's own room. The advantages are counterbalanced by the disadvantages of poor reception and greatly reduced channel selection. Oddly enough, this low selection varies with the position within residence—some can pick up UHF channels 17 and 29; others channels 19, 22, and 25. On VHF, the selection is limited to channels 5 and 9 (and on very good nights, channel 3). But this is conducive to neither good television watching nor good socialization within residence.

We are then left with the third option—the Common Rooms (ten in all, one per house). These ten ancient black and

## TELEVISION — "STUDENTS' LITTLE HELPER"

by David H. Olivier

The average Glendon student watches far more television than he/she would care to admit. The student that lives off-campus has far more access to television, and can be considered an 'average' viewer (a member of A.C. Neilsen's 'perfect' family). But within the campus itself, television-watching takes on unusual properties; and it is the television life of resident students that we will look at.

On campus there are three levels of television—the first level being cable television with converter; the second, cable television; and the third, local television.

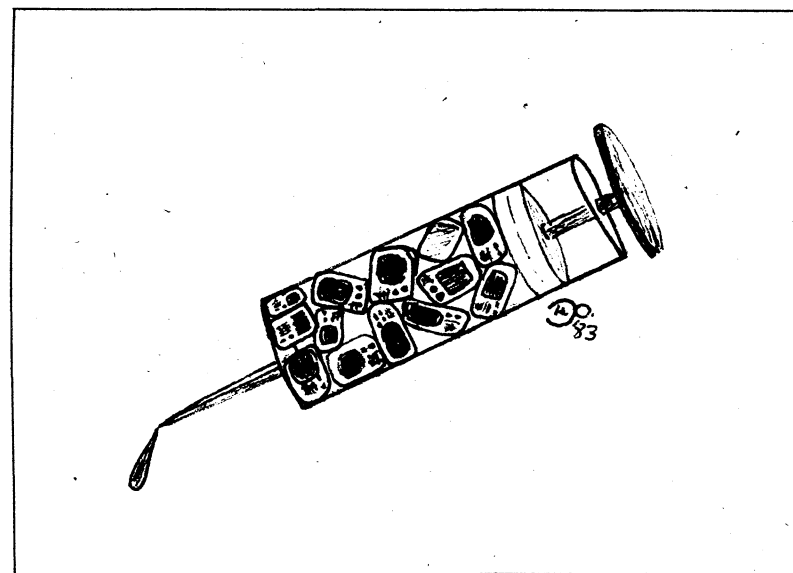
The only public television on campus with access to all the channels the normal viewer receives at home is located in the pub. This in itself poses problems to television viewers. The level of background noise—conversational hubbub, Radio-

Glendon, the obnoxious gaiety of videogames—is tremendous. Therefore, most programmes shown on the pub television are highly visual. This dovetails nicely with the major viewers of television in the pub—sports fans. Thus, sporting events—hockey, baseball, football, et al—are the most likely programmes to be on. Due to the very atmosphere of the pub, and the fact that many people want to watch one particular type of show, it is extremely difficult, if not impossible, to use the television to watch educational or fine programming. If the members of each house were given the option of getting, maintaining and jointly financing a forty-channel converter, I suspect we would see more students using television to enlighten themselves rather than vegetate. This is brought more clearly into focus when one realizes that this is the only television on campus with a converter, and

therefore with access to the PBS station (Ch.17), one of the few stations to show high-quality programming.

For those who prefer exclusive control over both television and environment, there is the option of keeping a small portable in one's own room. The advantages are counterbalanced by the disadvantages of poor reception and greatly reduced channel selection. Oddly enough, this low selection varies with the position within residence—some can pick up UHF channels 17 and 29; others channels 19, 22, and 25. On VHF, the selection is limited to channels 5 and 9 (and on very good nights, channel 3). But this is conducive to neither good television watching nor good socialization within residence.

We are then left with the third option—the Common Rooms (ten in all, one per house). These ten ancient black and



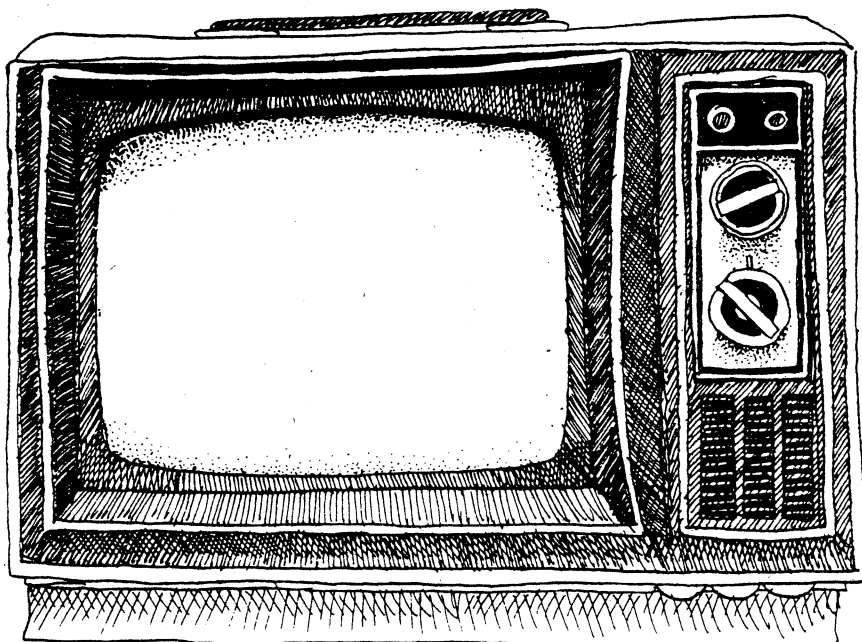
white television sets are equipped with cable but no converters. Since they are nearly as old as Glendon itself, they have become increasingly prone to break down. Rumours abound that next year they will be replaced with colour sets rented with student fees; but, of course rumours always abound.

Television has always been considered a valuable method for education, yet, the programmes watched by Glendon residents can be safely described as 'entertainment'. Soap operas, sports, movies, comedies, all the best and (especially) the worst of television. Daytime, nighttime, all-night, there is almost always someone watching television at Glendon. Why? Because, with the inherent overwork (in one manner or another) in university, students like to relieve their tensions. Some go to the pub and get bombed; others go off-campus and get bombed; and some of us watch television. 'Television is the opiate of the masses' is a phrase that is oft overused, but one that applies perfectly to its

primary use on campus. It is a relaxant, a very cheap and very legal barbituate, and because of its setting (a Common Room), it allows people to relax together. Social interaction—a primary function of resident life.

In short, we have a situation which, in the eyes of some, needs correcting; while others feel the status quo is perfectly fine. However, it is inarguable that the residences' televisions need replacement—they require constant maintenance to keep them from 'giving up the ghost'. As far as the habits of television viewers go, they can (and should) not be changed—relax as one can.

After all, everyone needs a little calm before the next storm.



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## INDEPENDENCE DAY — THE TIES THAT BIND

by Elizabeth McCallister and David H. Olivier

Realism does not make hit movies. People go to see fantastic, unbelievable movies, not movies that portray sad, honest truth. This is unfortunate, because *Independence Day*, a new film from Warner Bros., is starkly realistic, and very good.

This movie, although it is not an escape film, is about people trying to escape. A Toronto newspaper called *Independence Day* 'feminist': this is false. The lead characters are female, true: but their stories are so common and compelling that

they cry out to be told. The male characters also strive for escape, but achieve it in a lesser form.

Mary Ann (played by Kathleen Quinlan) is a young woman who tries to escape the town that is too small for her. She shocks people: she asks her lover, Jack: 'Aren't you going to ask me how many times I've been in this situation?' She has always felt stifled within the small town. Because she is not one with the spirit of the community, she dresses and acts differently. She hopes to escape to Los Angeles and study photography,

but the thought of her cancer-stricken mother is enough to bind her to home.

Les (Cliff DeYoung) is the Antagonist of the film. He escapes reality through the bar and his mistress. When he is faced with the reality of home life, he reacts negatively—violently.

Jack (David Kieth) is the intertwining character of the film—the link between the two women. He escapes through the world of fast cars, which, at the start, is 'the only thing he cares about', according to his father. He drag races—he achieves a

tremendous feeling of power and ecstasy through racing. But this is changed when he falls in love with Mary Ann.

Jack attempts to shield his sister Nancy from reality. Nancy (Diane Weist) is Les' wife—and she suffers from his avoidal of reality. She, burdened with three children and entrapped within a gilded cage, attempts to escape in the only way she can: suicide. Nancy's failure prompts her to avoid reality through insanity even to the point of wanting to remain within a psychiatric ward.

Both the cinematography and the music (by Charles Bernstein) were excellent—they worked hand-in-glove with the story and the emotions of the film.

This is an excellent film, to be seen not for relief, but for a sobering look at reality and some ways people use to avoid it. This film is important for its character portrayals. One woman is weak and docile, the other independent and strong; their reactions to their individual reality and how they finally reach their Independence Day.

## PAPER LIFESTYLE — WHAT'S THE GALLERY TRYING TO TELL US NOW ?

by Mary Ranni

If you've walked past the Glendon Gallery lately and even chanced to peer in through the windows, you've probably noticed that the staff is not trying to grab our attention with the beauty of what they've chosen to display. This alone we should not hold against them.

Our curiosity, of course, might be aroused by the large, rather ungraceful pine planking forms that have been placed around the rooms. And our eyes might feel assaulted by the harsh, bold splashes of colour

applied to these forms.

The short writeup about the exhibit that the Gallery hands out informs us that the artist is presenting us with some 'standard images of domesticity gleaned from the pages of magazines'. If we look carefully enough we'll see some rather crudely executed representations of (among other things) a fireplace, a sofa, a diamond ring and a martini glass. However, I am not going to reiterate what this write up has to say about the lofty reflections inspired by these images.

Let he or she who wishes accuse me of a lack of sophistication when I fail to find any artistic merit in these constructions. Perhaps there is something interesting about the effect of the colour and texture produced by the application of the various media. Perhaps some meagre sense of humour and imagination is displayed in the choice and presentation of the imagery. But I'm not convinced. The exhibit strikes me as rather pointless and uninspired. However, if there is pleasure or illumination to be had in the viewing, I'd like to hear about it.

## THE SCINTILLATING HISTORY OF ROCK

by Elizabeth McCallister

The 'scintillating History of Rock' was told on January 21. The houses responsible for this were A and B Wood.

The music of the evening had been taped beforehand. So unlike the previous dance, the people who attended were spared the ramblings of a DJ. The music was good and appealed to most tastes. Perhaps this was due to the fact that the final playlist was checked over by members of both houses. The music was scheduled well since the worst music was play-

ed at the beginning. This way everyone who enjoys arriving fashionably late (which appeared to be the majority) came just as the music began to improve.

The bar was placed at the same location as the previous dance but did not have the same problems of a huge line-up. This was probably because they had more people working the bar, so people were served with more speed.

Some people complained that there were no decorations. In the reviewer's opinion, this was a small point which did not make

or break the dance. At the other dances most of the decorations are destroyed within the first hour of everyone's arrival. It seems a waste but perhaps at the next dance decorations could be put to one corner for the amusement of those who find it necessary to burst a few balloons and wear streamers.

On the whole, the dance was entertaining. The dance was more successful than the previous A House dance at the beginning of the year. Onward and upward!

### FREE PIANO RECITAL

There will be a free piano recital at York where the distinguished British pianist, Katharina Wolpe, will perform a concert of Brahms, Schubert and Stephan Wolpe at York University's Curtis Lecture Hall F, Thursday, February 10th at 8:30 p.m.

Admission is free for this single performance sponsored by York's Atkinson College.

### EMMANUELLE BOISVERT BENEFIT CONCERT

Glendon College of York University and the French language division of Amnesty International present a benefit concert for Amnesty International featuring prize-winning Quebec violinist Emmanuelle Boisvert, Friday, February 11 at 8:00 p.m. in the Theatre at Glendon College.

Emmanuelle Boisvert will be accompanied by Ghenady Meirson in a programme of music by Beethoven, Grieg and Schubert.

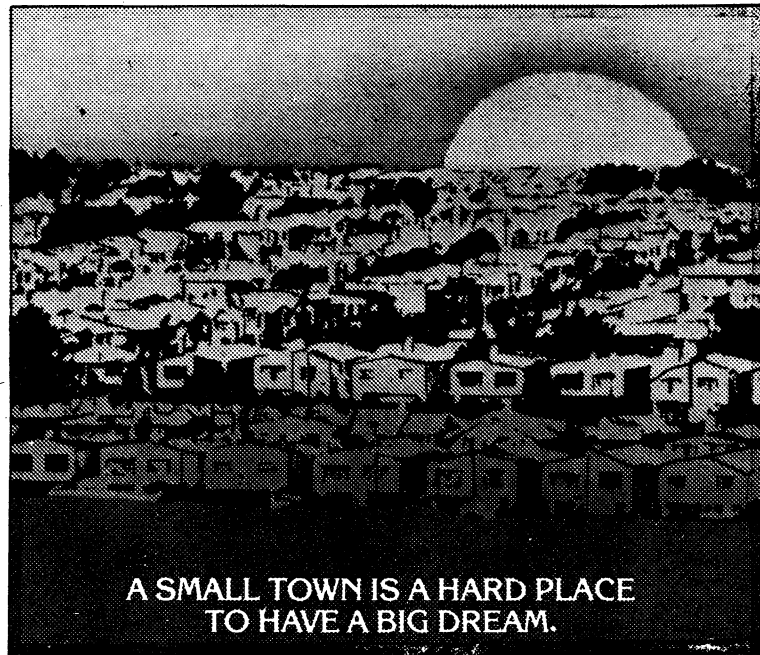
Tickets for this benefit concert are \$5.00 for adults and \$3.00 for students and seniors with all proceeds going to Amnesty International.

To reserve tickets and for further information for this February 11 concert, call Glendon College at 487-6211.

**Cafe de Terrasse**

Glendon Hall - Lower Level

Mon. - Fri. 11 am to midnight  
Sat. 12 noon to midnight  
Sun. 12 noon to 7 pm



### Food 101: For Students Who Cook

#### MULTILINGUAL DELIGHT: FRENCH TOAST

The French call this English Toast; the English call it French Toast - but French Toast by any other name tastes just as sweet.

Preparation time: 5 minutes  
Cooking time: 10 minutes  
Serves two

Combine in a large bowl:  
2 eggs  
1/4 tsp. (1 mL) salt  
1/4 tsp. (1 mL) pepper  
1/4 cup (60 mL) milk  
1/2 tsp. (2 mL) vanilla extract (optional)  
Beat vigorously with a fork or whisk.

Dip into mixture:  
4 slices bread

Heat in a frying pan over medium heat:  
1 tsp. (5 mL) butter or margarine

Place dipped bread in frying pan.

Fry until brown, then turn and fry until other side is brown.



**Don't Start Without:**  
frying pan  
large bowl  
fork  
measuring spoons  
measuring cup

**Helpful Hints:**  
• Always cook French Toast on medium to low heat, since the eggs will burn if fried too quickly.  
• Don't leave bread sitting in the mixture, since it tends to get soggy and fall apart.

**Serving Ideas:**  
• French Toast can be topped with jam, maple syrup or corn syrup.

Recipe extracted from **FOOD 101: A STUDENT GUIDE TO QUICK AND EASY COOKING** by Cathy Smith, available at your bookstore or from The Canadian Student Book Club, 46 Harbord St, Toronto Ontario M5S 1G2 for only \$7.95

## SKATING ON THIN ICE

by Michèle Mougeot

Most Glendon students, I'm sure, have had the displeasure of viewing what was perhaps our campus' most unattractive and disgusting eyesore. Located behind the Proctor Field House, the massive concrete slab strewn with splintered boards and rusty nails has been lying for the past few years in a decadent testimony of its former days of glory.

It originally served as a large hockey rink with artificial ice until the inefficient system of pipes leading down the hill and under the concrete pad, through which brine was being pumped to cool the ice, eventually ceased to function.

When the international squash courts were constructed with funds obtained from community memberships, the hockey rink was then reduced in size.

The ice rink had by this time become rundown and with its unsafe boards, threatened possible injury for which the university could be held liable and was thus closed down.

Peter Jensen, the Director of Athletics at Glendon, upon learning that there was not enough money available in the Glendon College department of Athletics or in the general coffers of Glendon, submitted feasibility studies annually for four years to the Ministry of Colleges and Universities appealing for financial assistance.

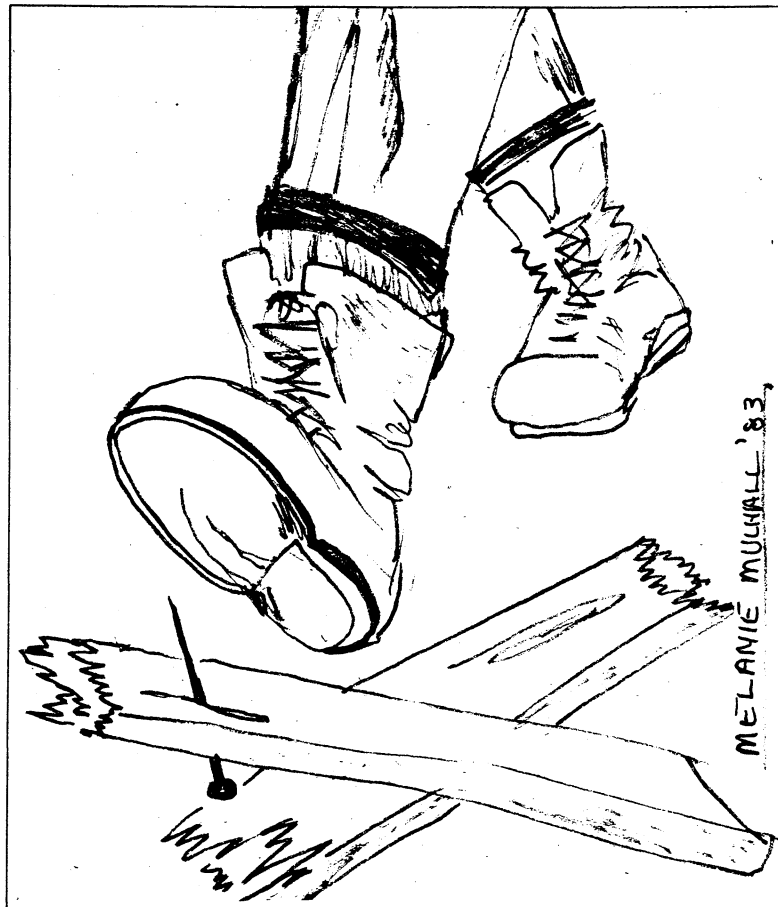
Three years ago it was estimated that \$140,000. to \$180,000. would be required to repair the faulty system for maintaining artificial ice.

This amount was considered too expensive for a facility which would not be an income generator. The idea of an indoor rink was proposed, which would

offer the possibilities of rental to off-campus organizations, but as before, this new project was considered too expensive, especially when considering Glendon's relatively small student population.

Each year, the Glendon College Athletics department submits a list of its necessary projects to the University ministry to account for its spending and often to apply for further funding. These projects must be listed in order of priority and at present, as in the past, the skating rink has not been one of the more urgent needs. This year's top priority will be the repairing of the tennis courts.

Last year for the first time, an ice rink was created in the Quad in a location which was certainly more convenient. This was a successful venture, especially in terms of enthusiasm, for the workers of the understaffed



Proctor ex-rink — we have the know-how, let's use it

## THE ORIGINAL. THE SPRING BEER. FROM LABATT'S.



Physical Plant were assisted by faculty members and students who helped flood the ice and shovel snow.

However, this year's plans for a replay of an ice rink in the Quad have been squelched by temperamental weather conditions. Those willing to work on the ice rink have been waiting for a substantial layer of snow and a steady run of sub-zero days. This is important for the protection of the grass in the Quad which is used during the graduation ceremonies and which must be kept up to the standards to which Mr. Wood, the former owner of the campus grounds, had been accustomed.

Also, if the grass were to be destroyed, it would cost approximately \$800 to re-sod an area the size of the ice rink.

At present, alternate action is being taken for a natural ice rink.

During their spare time, workers of the Physical Plant have started removing the decaying rubbish of the old hockey rink and have smoothed over its surface. On Friday, January 21st, the rink was flooded for the first time, only to melt the following day.

Slush caused by rain and melting often makes for an uneven surface when frozen, and must thus be covered with a layer of hot water and then flooded with several additional layers. Because of the nature of the work thus involved and also this winter's erratic atmospheric conditions, Peter Jensen has declared that 'We'll be lucky to get ice for more than three or four weeks this year—very lucky'.

Let's cross our fingers and sharpen our blades with what I hope will be warranted optimism.

### LE MOT DE L'AECG ...

Cette année, le conseil étudiant voudrait donner au Carnaval une toute autre dimension. En effet, nous aimerions que le Carnaval se transforme en un événement englobant toute la communauté Glendonienne. En d'autres mots pour que le Carnaval édition '83 soit un succès sans pareil, il faudrait non seulement la participation des équipes, mais aussi celle des supporteurs. Profitons-en pour développer de nouveaux liens et d'épanouir l'esprit unique de Glendon. Ce n'est qu'en travaillant ensemble que nous pourrions améliorer l'atmosphère du Collège.

N'oubliez pas que mardi 1 février, il y aura une clinique de donneurs de sang à Glendon au

'Junior Common Room' entre midi et 16 hres. 'Donner du sang c'est donner de la vie'.

Pour plus ample information, n'hésitez pas de nous contacter au bureau du Conseil étudiant.

Carl Héту

La vice présidence externe est libre. L'A.E.C.G accepte les nominations du 31 janvier au 7 février à 17 heures.

The position of VP External is open. The G.C.S.U. will accept nomination from Jan. 31 until Feb. 7 at 5.00 pm.

suite de la page 3

pour terminer, que des liens de confiance et d'amitié se sont déjà établis entre elles.

Au fait, ce programme se donne comme but de faciliter le contact entre les deux réalités linguistiques principales du collège—il ne faudrait pas oublier l'espagnol; peut-être le système pourrait-il exister pour cette

langue?—et c'est aux étudiants d'en profiter. Si vous désirez vous joindre, vous n'avez qu'à contacter Susan Stanley au numéro de téléphone 481-8980 ou encore joindre Michelle Vyge au numéro 487-6236.

Pour tous ceux qui ont vraiment à cœur de maîtriser l'anglais, ceci constitue un bon moyen d'aller plus loin que le bout de sa langue...!