Reconnaissez-vous ce jeune homme? Voir p. 7
Line and Form
The Game of Pro Tem
Goodbye, Au Revoir
Glendon...
Glen Don Gallery Summer Schedule

March 31-April 14: Line and Form Exhibits works in various media by local artists from the Glendon course of the same name.

April 21 - May 22: Max Klinger: Graphic Work. Through 101 etchings and engravings, this exhibition explores the important role of graphic art in the work of Max Klinger (1857-1920). The show is circulated by the Art Gallery of Ontario Extension Services.

May 26 - June 21: Canadian Artist: Works by a contemporary Canadian artist TBA.

June 28 - Aug. 12: Artists Choice: New Faces Parts I and II. An introduction to the work of six emerging artists. These artists are introduced and recommended by their better known contemporaries: Vera Finekiel, Robert Bowers, Robert McNealy, Stephen Cruise, Louis Stokes and Suzy Lake.

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EVE (based on THE BOOK OF EVE by Consilence Beresford-Howe), written by Canadian playwright Larry Fineberg opens the 1983-84 season in May. This compelling drama drew packed houses during its world premiere at the Stratford Festival in 1976. It will be followed by Brendan Behan’s internationally acclaimed satire, THE HOBBIT, and Peter Nichol’s emotionally charged London and Broadway hit, JOE EGG. The Canadian premiere of Georges Feydeau’s rollicking farce, THE LADY FROM MAXIM’S (translated by John Mortimer) opens in September. Closing the season in January is Jean Anouilh’s classic, ANTIGONE.

For a special price of $25.50, students can attend a Saturday, matinee performance of each production. At a single ticket price of $3.10, this represents a 15% saving over regular subscription prices. Special discounts are also available for group bookings over 15. For further information, call Theatre Plus at 869-1255, or visit the box office of the St. Lawrence Centre -27 Front Street East.

Office Hours 9 — 5

Tickets for the Glendon Grad Dance, to be held June 11, 1983, are available beside the west doors of the cafeteria every lunch-hour at a cost of $24 per person.

CHOICES is a talking computer: it provides up-to-date information in French or in English, to assist people in making thoughtful and rewarding career decisions. Sign-up now for help preparing for your conversation with CHOICES in the Career Center. Room 116, Glendon Hall. Call 487-6154.

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FOR DRY CHAPPED LIPS

Blistex

Blistik
With sexual arousal, confusion it is possible to be concerned in three ways: by purely formal or self-discipline or self-restraint.

She also stated that pornography has a long social history (which acts as a mirror for contemporary issues).

In sixteenth-century England, there was much thinking about the corruption of the Church, pornography became a form of religious criticism when sexual scandals portrayed religious persons.

In the eighteenth century, with such Victorian classics as 'My Secret Life', pornography reflected the influences of class distinctions and the rise of capitalism. Too often, in the twentieth century, new corporate sex is presented as entertaining not only the individual, but groups of people belonging to sex clubs.

In reference to 'Lady Chatterley's Lover' and in other areas of modern culture, Thelma McCormick has stated that 'we cannot understand what level people are experiencing pornography; there is a basic literal level and also a more complex structuralist level.'

The more innocent it is, the more obscure it is (and hence the more powerful it is). Once again, she sees pornography as a mirror reflecting the social problems of society. Because the censorship board tries to protect the views of society, she sees the silence of women as a serious problem for the censorship of pornography, when women often avoid and ignore pornography because they are unable to relate to the portrayal of them in or as a sexual object. They are presented with insatiable appetites, and are denied any kind of self-discipline or self-restraint.

She urges women (as a whole, as individuals) and their sexuality... we're in the process of the beginning of discovering ourselves sexually, now we have to begin to look at the social problems.

She commented on the lack of pornography in certain Eastern cultures. It seems to be the general trend that countries, such as China, have few incidents of pornography, while countries which have repression of contraception and capitalism have little or no sexual purpose and a higher incidence of pornography.

STUDENTS BEGIN TO A.C.T.

by Lynne Watt

One student sat alone, so decreed in previous issues of Pro Tem, the Canadian student movement must die; two weeks ago an impressive number of students turned out to their ballots in the G.S.U.C. elections; last week the student body of York University (with an important section thereof) was again roundly defeated. At issue were all the usual concerns of Cruise Missile Testing in Canada and the ever present cruise testing committees were also roundly defeated.

Thelma McCormick, Chairperson of Sociology in the York University Faculty of Arts, presented a talk from pornography which only the most liberal of the three.

One subject, to which it is extremely difficult, if not impossible, to feel indifferent, is that of pornography.

Throughout the history of civilization, on many occasions, incidents can be cited, yet few can deny that in our present Western cultures, the problem is one that is definitely on the increase.

On April 11, a panel discussion was held at Glendon, entitled 'Smut or What'. The presentation was the first of three, in which three speakers presented different facts and opinions concerning this intensely controversial issue.

The subject became a state of sexual arousal: times, Professor Alcock feels that some sort of sexual transgression or taboo is involved in pornography; there is always a form of activity which is not generally acceptable. The second is that these taboos are presented in a series of transgressions. In pornography there is a total absence of moral judgements. Finally, pornography involves the dehumanization of its subjects. In McCormick's words, these people are presented as broken because they are unable to relate to the portrayal of them in or as a sexual object. They are presented with insatiable appetites, and are denied any kind of self-discipline or self-restraint.

She also stated that pornography has a long social history (which acts as a mirror for contemporary issues). In sixteenth-century England, there was much thinking about the corruption of the Church, pornography became a form of religious criticism when sexual scandals portrayed religious persons.

In the eighteenth century, with such Victorian classics as 'My Secret Life', pornography reflected the influences of class distinctions and the rise of capitalism. Too often, in the twentieth century, new corporate sex is presented as entertaining not only the individual, but groups of people belonging to sex clubs.

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By Louis Farrell

If you think that Pro Tem is a small paper because its staff are too lazy to put out a bigger one, this article is for you. We put out small papers because of insufficient funds.

The paper's costs far exceed the $5 per student fee levy received for the year 82-83. Since we are a paper that has a very limited advertising market to serve, there is virtually no income from advertisements. This makes us dependent on our membership in the G.S.U.C. and the U.C.C. Pro Tem is an organization of students, made up of about $2,000 a year, and brings in return approximately $60.

During the publishing year of 82-83, Pro Tem published 8,000 issues of the paper, reflected the number of ads received from Campus Plus. When we received little or no advertising, we printed small papers. This was done to ensure Pro Tem's balance for the year 82-83, always showed a surplus. Because our balance was always too low, in order to publish the G.S.U.C. never got the opportunity to close the paper down.

Pro Tem published every issue when we received at least $2,000. This is a first in recent years. Pro Tem history. In the past four years, the paper has been closed down by the G.S.U.C. because of insufficient funds. The reason we were able to publish throughout the year was attributed to our very competent editor-in-chief, Baudouin St-Cyr. He kept the advertising/ deficit ratio low, in order to publish throughout the year. Thus, when four-page issues were printed, they were done for economical reasons, not due to apathy.

Jim Alcock, Professor of Psychology at Glendon College, presented a talk from different views of pornography.

He stressed the danger of focusing too much on violent pornography; because some people might eventually come to associate the two areas as fused.

He felt that we should all be aware of the severity and effects of hard-core pornography but believes that since pornography reaches more people on a regular basis and hence, has a broader effect.

He voiced the concern that the image of fluffy, empty-headed nymphomaniacs was being presented to developing teenagers.

He feels that there are other alternatives to censorship when dealing with the problem of pornography since people often get involved with issues of censorship at the expense of not dealing with the actual problem of pornography itself.

He sees affirmative action, in which examples stressing healthy sexuality are presented, as one such effective alternative to censorship.

However, because many people in our society get most of their exposure to sex roles through television, advertising and other forms of the media which tend to present a distorted view of sexuality at the best of times, Professor Alcock feels that more positive examples of sexuality should be substituted. In his opinion, healthy, pleasant, and respectful portrayals depend on a power inequality where men do not play the dominant sex role and serve the sexual needs of corruption as presented to society.

Judy Posner, Chairperson of Sociology at York University, presented a strong argument against pornography.

She asserted that pornography is not just a feminist issue; the issue is really much wider than that. The question is: what is really much more important than that.

She feels strongly that the cases of pornography, one must look at the whole issue; if we look at the censor parts.

She commented on the lack of censorship in certain Eastern cultures. It seems to be the general trend that countries, such as China, have few incidents of pornography, while countries which have repression of contraception and capitalism have little or no sexual purpose and a higher incidence of pornography.

She feels that we really mean by 'PEACE':

Perhaps student apathy, so why we don't want a nuclear war.

She commented that the social problems of society.

Because the censorship board ignore the so-called 'pseudo liberation' outlined in Nancy Friday's book, 'Sex Without God', and posed the question: 'Is sex without guilt really liberation?'

She feels strongly that with insatiable appetites, and are denied any kind of self-discipline or self-restraint. She also stated that pornography has a long social history (which acts as a mirror for contemporary issues).

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For the past two years, Pro Tem has been plagued with financial difficulty stemming from the publishing year 80-81. In that year, Pro Tem went into debt to the tune of $15,000. The financial wizardry of 81-82's editor-in-chief, Nicol Simard and 82-83's editor-in-chief, Baudouin St-Cyr, have taken Pro Tem's finances into the black.

Pro Tem's financial situation for the upcoming year 83-84 looks great, or at least better than it has for a long while.

Con't on page 6
GLENDON BILINGUALISM: THE DREAM AND THE REALITY

by Paul Kay

Introduction

Glendon College opened its doors in 1966. Originally Escott Reid, Principal, envisioned Glendon as a small, elite college to educate Canadians who would serve their country in the civil service. Originally Glendon was to be a bilingual college, but by the time of its establishment Glendon’s bilingualism was an important aspect of its character.

The Glendon Model

Institutionally, Glendon is designed to promote individual bilingualism. Theoretical first year introductory courses are given separately in both English and French. By second year students are expected to have achieved a certain level of bilingualism and thus second year courses are given in English and French. That is, the language of instruction, required readings would be given in either language. By third year students are expected to have reached such a high level of competence in their second language that they could take courses given entirely in that language. Thus courses at all levels would be given in either French or English. Glendon’s desire to make students bilingual was aided by the College’s decision to make FSL courses obligatory in first and second year.

A bilingual administration would enable students to cope in that area in their mother tongue. An alternate model Glendon could have followed was Okawva, where a bilingual administration serves students taking courses either in English or in French—not in both (See Table 1). Glendon’s goal to produce completely bilingual students by graduation was supported by an academic model that the college was based upon. Unfortunately, Glendon’s lack of funds forced Glendon to make some major compromises in its goals.

Introduction of the Unilingual Stream

In 1967, only one year after opening, Glendon was forced to lower its admission standards, requiring grade 12 French as a prerequisite for admission. By fall of 1970 the Faculty Council had adopted the unilingual stream. By 1972 Glendon had adopted the unilingual stream. This was done for two reasons. Firstly, Glendon was not financially independent. The main, or north, campus desired to send its overflow of students to Glendon for their first year. The influx of first year students, who would only remain at Glendon for the one year, would compromise Glendon’s bilingual character. Furthermore, by retaining these students for one year Glendon would effectively become a university college. Thus Glendon introduced the unilingual stream not only to preserve its identity but also to expand its facilities. As a result of the introduction of the unilingual stream Glendon was, in effect, able to create a psychology department.

Effects of the Unilingual Stream

In the 1970-71 academic year Glendon’s population was 1,175 students, all of whom were in the bilingual stream. After the introduction of the unilingual stream Glendon’s population rose to 1,231 of which 362 were in the unilingual stream. The influx of new students into the unilingual stream did aid Glendon’s financial situation, however, all of the 362 students in the unilingual stream were not in first year. Since the number of students in the unilingual stream in 1971-72 was only 869, down from 1,175 the previous year, it is obvious that quite a number of students in the bilingual stream switched to the unilingual stream. Glendon’s present population is 1,614, 637 in the bilingual stream and 777 in the unilingual stream—up by 439 students.

TABLE 1

<table>
<thead>
<tr>
<th>BILINGUAL ADMINISTRATION</th>
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<tr>
<td>1st Year HIST 100E</td>
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<td>1st Year HIST 100F</td>
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<td>2nd Year HIST 200E</td>
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<tr>
<td>4th Year HIST 400E</td>
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<td>4th Year HIST 400F</td>
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*note: Hist 300 would not be offered in French and English in the same year.

Considering 208 of those in the bilingual stream also in francophones, it is evident that Glendon’s desire to make francophones into a rare breed. The introduction of the unilingual stream was a cure for financial difficulties, but it has compromised Glendon’s original goals.

Glendon’s francophone population has made a dramatic increase from 21 in 1968-69 to 208 in 1979-80. It is this population that enables Glendon to retain its bilingual character. This minority will hopefully grow along with Glendon’s bilingual-anglophone population, enabling Glendon to become more bilingual.

Improvement of Bilingualism

In 1974-75, through the efforts of the francophone student population the quality of Glendon’s bilingualism was improved. Under the leadership of Yves Joiloiarc, the francophones asked for more services and courses in French, in the hopes that Glendon would respond to the promises made in the calendar.

The seven were an era when student efforts, especially those of the francophones, improved the level of bilingualism institutionally and culturally. During this time La Grenouillere brought groups like Canafranc and singers like Pauline Julien to Glendon.

Academic Bilingualism

Academic bilingualism is that courses given in French, have always been the key to Glendon’s bilingual character. The total number of courses given in French at Glendon increased from 12.5% in 1974-75 to 17.9% in 1978-80. The largest percentage increase was in psychology (18.3% - 19.6%), humanities (28% - 36.4%) and history (6.3% - 13.5%).

Increases and decreases in these percentages are a direct result of the number of Francophone courses (not FSL) is provided by the University and Le Conseil d’Education Franco-Canadien. Some factors that influence the amount of funding are the area of study, community pressure, demand for the courses, and, most importantly, the number of francophone enrolments in the university. Grants for courses given in French begin at $15,000. Last year Laurentian received most of the funding for the French courses. Glendon has therefore been a large francophone population and is seen in a francophone region.

Glendon, although it desires more funding, does not have a large francophone population to support courses in French. Quebecois students usually come to Glendon to learn English, using Glendon’s bilingual administration and French courses as a back-up. Franco-Ontarian students usually go to Ottawa or L’Ouvert because Glendon does not offer enough junior level courses. Thus Glendon is caught in a vicious circle wherein we cannot receive more French students and we cannot attract more francophone students without more courses in French. Glendon cannot break this circle only if it can get more students who are willing to take more French courses. The major sources of these students are Ethane Brion and TFS.

Glendon will probably maintain its present level of academic bilingualism but will not augment it with an increase in students willing to take courses in French.

Bilingualism Survey

Recently fifty Glendonites (20 anglophone and 20 francophone and 10 staff) were polled to find out how bilingual the Glendon population believes Glendon is.

When asked if Glendon was bilingual academically, institutionally, and culturally, 70% of Glendon francophones said no, while 60% of Glendon’s staff-administration and 55% of Glendon’s anglophones.

When asked why they believe Glendon is not bilingual, most Glendonites gave the following reasons:

1) Anglophones don’t learn French.
2) Angl-phone-Francophone segregation (2 camps).
3) Not all services available in French.

When asked why they believe Glendon is bilingual, most common reasons were:

1) Faculty and students are bilingual.
2) Availability of second language courses.

3) Services are available in French.

Most Glendonites, however, don’t think Glendon is as bilingual as it could be.

The survey also asked these Glendonites to rate, on a scale of 0 to 7, the relative level of bilingualism of various services at Glendon. (See Table 2)

After analyzing the results of the survey, the following five conclusions were reached:

1) Francophones desire a higher standard of services in French.
2) Anglophones generally give higher ratings than francophones for bilingual standards because from Glendon’s perspective there were higher standards.
3) Francophones often did not attempt to give a rating for bilingualism (Table 2) because they had no occasion to use the services in French.
4) Francophones often did not know what services were available in French because they often asked for services the first time in English.
5) Francophones are often frustrated with Glendon services (this would explain their low rating of them).

Conclusion

Bilingualism has always been an important issue at Glendon. Glendon has indeed come a long way since the introduction of the unilingual stream, however, do not feel that Glendon has reached a sufficient level of bilingualism. The future of bilingualism is a bright one, but it needs YOUR support. Take courses in French, give a radio interview to France or write an article in French for Pro Tem. This is YOUR right, and you have expressed your discontent with the level of bilingualism, now do something to help improve it. The whole is made up of its parts—let’s see if we can’t all make Glendon a little more BILINGUAL!

Note: Special thanks to Diane Lemieux for her aid in research and to Prof. Jolly for her guiding hand.

Pro Tem Friday, April 8th, 1983 Page 5
IS THERE LIFE AFTER GRADUATION?

The newly-formed Chapter is trying to contact as many ex-Glendonites as possible by mail and so far the response has been highly enthusiastic. Another way of reaching the graduates has been through Alumniphoners. One of these phonathons took place in February and another is scheduled for April. Any future graduates will automatically receive Alumnius information.

At present, there is no membership fee. The Glendon Chapter hopes to get as much money for its activities through fundraising events. If enough money can be raised, the Glendon Chapter will donate funds for the enhancement of such scholarships as the David Triffen entrance scholarship. Other money would be donated to the University itself.

The Glendon Chapter is considering another interesting possibility. A Career's Day might be arranged where graduates of Glendon would come to speak to current Glendonites about how the courses they had taken led to their present employment. There are several benefits of the Glendon Alumni which enable the alumni to participate in the Athletic Association at cheaper rates, to use the library facilities, and to receive discounts for any additional courses available through the Centre for Continuing Education. Also, the Glendon Alumni arranges activities for the alumni to meet with other Glendon graduates, and enables them to keep in touch with one another and with college events. A Wine and Cheese Party has been planned for April 29, 1983.

President Ann Gilmore-Braison

continued from pg. 3

The signs of Spring

For centuries; nay, millennia, man has been attempting to determine the signs Nature gives in indication of a change of season. The appearance of a shadowless groundhog (just think: somewhere out there is a shadow without a groundhog); a proliferation of hearts and other bodily organs; the first robin; a multitude of Easter eggs; all of these phenomena are used in order to indicate the advent of Spring. Ah! Spring, when a young man's thoughts turn to ... (actually, they turn to that in summer, fall, and winter, too); when the skies cloud over and it begins to snow - well, it did this year.

However, this is an institute of higher learning (or so the administration and the Computers that Be believe), and we do not use such superstitious nonsense in order to predict the seasons.

Here, we have concrete signs: signs that point unmistakably to the change. The sound of type-writers clacking away as they perform their complex mating ritual with paper, overdue library books, liquid paper, cigarettes, and coffee at three in the morning fills the air. Of course, when the nest is lined with a fresh essay, due either in a few scant hours or two months ago.

The campus men (every last one of them) begin to wear muscle shirts, and dash across the muddy quad in pursuit of the nesting season. Jays and that baseball pool (ad advice anyone?)

The campus women are pub-lished periodically in the York Alumni Association newsletter, but now the Glendon Chapter would like to have a special sec­tion in the newsletter devoted exclusively to news concerning Glendon College.

Actually, the game grinds to an ogling halt every time a member of the opposite sex undulates past him, not so much wear­ing as permitting summertime fash­ions to share a supporting role in her overall attire (or lack thereof). After all, when MGP ad­ministration, the contest resumes. After all, women, beer, and the respective pursuits of both have their places in the grand design of things and other things and everything.

Spring also becomes the time of the greatest pursuit of all: the Great Canadian Summer Job Hunt. Students, professional and reretyping their blatantly overadvertising resumes (yeah, sure I wrote for John Ken­neth Galbraith for four years; and then I worked in Russia for a year and a half - being a spy in the Finnish Embassy; and after I climbed Mount Everest I came and masteredmind the Tory election victory in Ontario again), and opening form letters that begin with: I am a new graduate of the University of Toronto with excellent qualifications, and am seeking a position that will allow me to use my extensive experience in the field of ...'

Mind you, it is nice to see the times have changed. Compared two, three times since we last saw it. (Here I would like to ap­preciate that person at the luncheon party; i'm sorry I got up older at the table from you. Maybe next time.)

Mind you, does this mean we were going to give a blitzard or six in July? (No, put that nonsense down.)
Il existait donc une continuité de ce que j'avais, avec des raisons pour inscrire à l'université et entrer dans les sciences sociales et les sciences politiques et faire un thèse de doctorat sur ce qui était à ce moment, la décolonisation en Afrique. Le sujet de ma thèse était le changement des élites politiques du système de tribus au système de parties politiques.

En 1939, je suis devenu officier... A l'insécurité en 1945... Blasé...

C'était délibérément que Mgr Lussier et le Cardinal Léger m'ont invité. C'est-à-dire que pour eux, il y avait le même enjeu. La transformation de la croissance au Canada français et la création d'une grande université industrielle et commerciale à Montréal était l'un des instruments les plus importants dans la croissance du Canada français. J'ai accepté cet enjeu avec les autres collègues, Raynault, Bouchard, l'Abbé, Lacroix, etc. C'était notre vocation; créer une faculté de type scientifique qui donnerait une compétence intellectuelle et administrative nouvelle aux Canadiens français. Non pas une faculté de type idéologique comme celle de l'université Laval mais une faculté de type scientifique. Nous avons créé, non seulement des départements, mais des départements dans les sciences, en anthropologie, en démographie, en criminologie. Toutes sortes de sciences sociales, une science canadienne-française.
lors et de le monter à des dizaines de milliers de dollars, de millions de dollars quand je suis entré. A l'Université de Montréal, un investissement de 12 millions de dollars pour la construction d'un nouveau centre de sciences sociales à Montréal, ouvrant la voie à plusieurs autres activités. J'ai prétenu avoir besoin de la même usure qu'en 1953, de la même nostalgie, de la même envie de se manifester, de l'importance de la connais­

sance objective dans un monde moderne, en autant que l'éducation permet de prendre des décisions qui n'ont pas pour effet de ne pas tomber dans ce que le conseiller au ministère de l'Éducation a dit, ou dans la consciencieuse: d'élaborer un projet de loi sur les allocations familiales. C'est-à-dire sur la situation, de ne pas tomber dans ce que le conseiller au ministère de l'Éducation a dit, ou dans la conscience scientifique de la validité scientifique de la connaissance objective. Ce qu'il y a eu, dans un certain sens, je me suis trompé sur ces personnes. Je ne suis pas intèg­

re au développement du CEJEP, etc, aussi de devenir conseiller au ministère de sciences sociales qui avait été au développement du Québec, et récemment au Conseil des affaires sociales. Mais j'ai aussi, en tant que président du Conseil de la famille et des affaires sociales du Québec, à l'ensemble de la législation sociale. Par ailleurs, j'ai été à ce moment très actif dans l'essor culturel du Québec. Ainsi, j'ai participé aux États généraux du Canada français, et j'ai écrit une grande partie de ce que j'ai fait, notamment grâce à la participation de Jacques Parizeau à d'autres activités. J'ai participé à de nombreuses com­

La conception est très généralisée, que la révolution tranquille a commencé en effet en 1953, avec l'élection du parti libéral de Lesage. C'est un mythe. Il a commencé dans les débuts qui précé­

La connaissance objective à la trame de notre democracy cana­

P很: Je vous ai demandé à ce moment-là, dans le projet de loi sur les allocations familiales, s'il n'y avait pas une autre façon de procéder, de produire une connaissance objective et de produire une validité scientifique. Aujourd'hui, il y a des gens qui ne sont pas d'accord avec moi, qui est-ce que vous voulez que je vous dise? Pour moi, c'est une question de politique. Et la question de la politique, c'est une question de validité scientifique. Je crois qu'il y a eu dans les années 50, 60, que cette loi n'était pas nécessaire et que n'était pas pour le développement du Canada. Mais il y a une conception de la validité scientifique qui n'est plus nécessaire, elle est une dis­

P: A ce moment-là, ce qui nous était demandé était d'affirmer que la loi sur les allocations familiales était à la fois une mesure de politi­

L'éducation reste un phénomène-clé dans notre monde moderne, en autant que l'éducation permet de prendre des décisions qui sont de plus en plus de validité de ce qu'on veut faire.
Philippe Garigue, principal du collège Glendon à Toronto.

"Et donc mon rôle à moi est d'ouvrir les portes."
Glendon est capable de solutionner l'un des problèmes du Canada.

P.G.: Alors de l'intérieur de Glendon, comme vous le savez, le conseil de la faculté a réagi favorablement à la mise en place de ce conseil et des commissions et a créé le comité consultatif de recherche. Or, au fur et à mesure que des questions francophones dans celui qui existeraient directement dans le cœur et nous devons le faire de cette façon. Il n'y aura toujours quelque chose de ce fait que se fait en terme de la validité et ce qui est la base de Glendon et en tant qu'institution universitaire. Deuxièmement, la question des besoins des différents groupes d'étudiants, nous devons répondre à ce que la population étudiante demande en terme de ce que sont les rôles d'être de Glendon en tant qu'institution universitaire et développement. Des programmes d'enseignement pour satisfaire les besoins particuliers et divers des Franco-Ontariens, ou de autres personnes intéressées, et nous devons le faire dans le cadre du contexte d'efficacité administrative répondant à des critères gouvernementaux. Si nous maintenons cette manière d'agir nous obvierons toujours l'opposition des gens parce qu'ils verront que nous le faisons pour l'amélioration et l'élargissement de nos idées et l'amélioration de la condition sociale. Mais je suis convaincu que nous devons nous concentrer sur la qualité de la vie et la libération des individus. Je suis persuadé que c'est en utilisant les forces du développement et des besoins des gens de façon bien que nous aurions certaines choses bien en vue, le critère de l'objectivité et de s'assurer que des programmes parce que Glendon doit être une institution d'enseignement de haute qualité et il n'y en a pas.

Glendon, pour moi, c'est le nouveau Canada.

Pro Tem: Est-ce que vous entrez en jeu Glendon pourra devenir complètement bilingue en illustrant ce courant unilingue, institué en 1971 pour des raisons économiques?

P.G.: La question se pose de la manière suivante: selon moi, nous ne pouvons pas prendre le risque de ce moment d'éliminer le cours d'enseignement unilingue parce que ce courant assure de fait le coût-éfficacité de Glendon. Ce qu'on peut faire, c'est dire ici: tout en prenant de la voix en faisant, et en assurant que ce qui est dans la situation courante soit bilingue ou unilingue, nous devons commencer à comprendre que les diverses idées vont peut-être changer les relations entre les bilingues et les unilingues. Il est trop tôt de prendre une décision. Il est trop tôt parce que nous avons encore mis en place assez de cours bilingues pour trouver vraiment que nous avons une manoeuvre. Je crois que la question comme vous le faites de parler ici de Glendon, je dois en dire plus que les trois ou quatre ans. A ce moment-là, les étudiants et les enseignants qui sont responsables de Glendon pourront prendre une décision. Mon rôle à moi, c'est de maintenir la voix dans le coût-éfficacité et l'ouverte au développement d'une nouvelle possibilité avec le minimum de tension et l'au moins de possibilité de harmonie, de compatibilité et de prendre de décisions au moment de prendre des décisions. Je ne pense pas que nous soyons là, parce que je pense que nous devons prendre des décisions qui répondent aux besoins, à la validité de ce que doit être un collège bilingue, donc, avant de répondre à cette question il faut développer des programmes bilingues et on assurera qu'il existera toujours un nombre suffisant de personnes voulant étudier dans ces programmes pour l'avvenir de Glendon.

Pro Tem: En 1985, votre mandat aura expiré. Quels sont vos plans d'avenir?

P.G.: Je ne j'ai jamais décidé, il a toujours été décidé que préférerait une solution au véritable de la nouvelle situation, que je le crois. Ce qui est, la question de la valeur de la vie est liée à la qualité de la vie et la libération des individus. Je suis convaincu que ce qui est la valeur de la vie est liée aux besoins des gens. C'est un but fondamental, c'est ce que je suis resté depuis lors dans l'éducation à la recherche de la vérité. C'est parce que c'est la recherche de la vérité qui libère. Je crois donc que je crois qu'on peut construire des institutions qui sont en train d'appuyer et qui seront toujours peu quel que soit la question même chose à libérer les gens. C'est un besoin fondamental. C'est parce que je suis resté depuis lors dans l'éducation à la recherche de la vérité.

Pro Tem: Professeur Garigue, vous voulez dire que vous n'avez pas encore mis en place assez de cours bilingues pour trouver vraiment que nous avons une manoeuvre. Je crois que la question comme vous le faites de parler ici de Glendon, je dois en dire plus que les trois ou quatre ans. A ce moment-là, les étudiants et les enseignants qui sont responsables de Glendon pourront prendre une décision. Mon rôle à moi, c'est de maintenir la voix dans le coût-éfficacité et l'ouverte au développement d'une nouvelle possibilité avec le minimum de tension et l'au moins de possibilité de harmonie, de compatibilité et de prendre de décisions au moment de prendre des décisions. Je ne pense pas que nous soyons là, parce que je pense que nous devons prendre des décisions qui répondent aux besoins, à la validité de ce que doit être un collège bilingue, donc, avant de répondre à cette question il faut développer des programmes bilingues et on assurera qu'il existera toujours un nombre suffisant de personnes voulant étudier dans ces programmes pour l'avvenir de Glendon.

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FINAL REPORT CARDS

NAME  Carl Hétu
POSITION  President of GCSU
FINAL GRADE  A
TEMPERAMENT  Jolly; gutsy
REMARKS  Good leadership qualities. Excellent understanding of the college. An excellent President.

NAME  David Sword
POSITION  V.P. Internal
FINAL GRADE  B
TEMPERAMENT  Quiet
REMARKS  Has done his job unobtrusively but well.

NAME  Kathryn Liptrott
POSITION  V.P. Academic
FINAL GRADE  B
TEMPERAMENT  Vivacious; energetic
REMARKS  Has done her job obtrusively but well

NAME  Paul Hogbin
POSITION  V.P. Cultural
FINAL GRADE  B
TEMPERAMENT  Stubborn; committed
REMARKS  Has shown great initiative but has been lacking in his abilities to follow through.

NAME  Steve Phillips
POSITION  V.P. Communications
FINAL GRADE  B
TEMPERAMENT  Steady
REMARKS  Did a good job but lacks charisma.

NAME  Rudy Njam
POSITION  Chairperson
FINAL GRADE  A
TEMPERAMENT  Reliable; doesn't miss meetings
REMARKS  A very good chairperson.

NAME  Wayne Burnett
POSITION  Student Senator
FINAL GRADE  B
TEMPERAMENT  Overbearing
REMARKS  Has good initiative but should learn how to co-operate with others. Knows too many political tricks for his own good.

NAME  John Desborough/Ann Marie McDonell
POSITION  Business Managers
FINAL GRADE  A
TEMPERAMENT  Strong-willed
REMARKS  Nice kids... they haven't learned to smile yet... perhaps after April 30th?

NAME  Jim Soloway
POSITION  Manager Radio Glendon
FINAL GRADE  A
TEMPERAMENT  Intelligent
REMARKS  Has ideas and knows how to put them into practice.

NAME  Patrick Leone
POSITION  Chairman Food and Beverages Committee
FINAL GRADE  B+
TEMPERAMENT  Diplomatic; shrewd
REMARKS  Has done his homework very well.

NAME  Phil Faughnan
POSITION  Manager Café de la Terrasse
FINAL GRADE  B+
TEMPERAMENT  Competent; dependable
REMARKS  Has decentralized management of the pub and has shared his new games with the whole class.

NAME  G.C.S.U.
POSITION
FINAL GRADE  B+
TEMPERAMENT  Dedicated; they care
REMARKS  * Very good class... Best we've had in some years. Would have received an overall 'A' if they hadn't all dropped out of External Affairs 101.

Pro Tem  Friday, April 8th, 1983  Page 11
**GOODBYE, AU REVOIR GLENDON...**

**April 1983. Pro Tem complete une année de publication et finissent l'année.**

(One copy of this newsletter was sent to each of our aufhor, sous la direction de Nicol Simard et de moi-même, le président.

Un article particulier vint au lendemain de la publication du numéro de février 1983 qui a vu Pro Tem sombrer dans l'appendice d'un déficit de 15'000 tout en ne publiant que 17 numéros.)

**Since May 1981 when Nicol Simard took over Pro Tem, it has been an uphill battle to publish Glendon with a newsletter which we felt had to be interesting, informative and bilingual. Things have not always been easy. Pro Tem inherited a deficit of $15,000 from the 1980-81 publishing year and spent most of 1981-82 in bad financial straits. By the beginning of this year, the debt had been cleared up by the GCSU and it became possible to get more financial assistance from the student union. (Thanks Carl and the GCSU.)

Pro Tem has in the last two years published every issue it set out to and, today, for the first time in many years, the paper is not in deficit, it finishes the year with surprising surplus and the extra $3500 Pro Tem could have used for the next year, mainly information next year means that Pro Tem, at last, is on a stable financial footing.

Many thanks, Nicol. You are the reason we have done a good job and that it is now time to pass the paper along to other hands.

**One of the ruses majeures qui a rendu Pro Tem un succés est sa fonction de tuteur journaliste, etait notre dévoué dévoué Pro Tem de devenir un journal bilingue. Nous avons fait d'elle une fonction indispensable, cette fait ne nous pose pas sur nos épaules, la responsabilité de donner des informations en français, de donner une représentation des étudiants de Glendon qui n’ont su que raisonner et réagir dans les situations premières jusqu’alors uniquement dans les années de Glendon, Dommage.**

A student newspaper is a very complicated business. With many varying advertisers, other student papers, the GCSU/ACEG, clubs and student on campus, deadlines and the fact that a paper has to be produced on the go is an added task that Pro Tem has to a very dedicated and energetic staff. It has been my pleasure to work with Nicol for 2 years and with a bunch of people who have made Pro Tem’s success it has been this year.

I would like to thank all those who contributed to the paper this year and, most of all, I want to thank Melanie Mulhall, Louise Farrell, David Smookler, Marc Baudouin St-Cyr, Kathleen Meighan, Marc Wingfield, Stanely, Susan and Nicol. This is the year we have, week in, week out, ensured that Pro Tem was as informative and bilingual.

**Thank you David Smookler, Susan Stanley, and Marc Wingfield for all the typesetting you did this year. I also should like to thank you for the help I have had from the assistance Jian de newspaper articles Liz.**

**Patrick Leonard, one of the several francophones qui a su prendre la plume, son courage à deux mains et écrire pour Pro Tem. Merci Patrick.**

**Michèle Mougeot is another first year student who came to Pro Tem and, I would like to congratulate her on having this successful for Radio Glendon.**

**Through your efforts you have made this a better place.**

**Jim Soloway Manager Radio Glendon**

Dear Sir: I would like to offer my sincere thanks and congratulations to all those students whose imaginations and abilities have made this year a vibrant and active one at Glendon. These students include, the various club organizations, the members of the GCSU, la Grenouille, la Revue, les Colloques Glendon, les Seminaires de philosophie, les Seminaires de diversité culturelle et autres. (The list is long and I am sure that they are able to carry on the good work.) I wish them success in their professions to get even more involvement from students and faculty in the production of the paper. In my opinion, the changes in the newsroom and involvement of the better students and faculty have made this year a very stable financial footing.

**What can one say about Evelyne Elioglu at Pro Tem except to say that she has been the most dedicated person you could hope to work with. Last year’s hard work and the many typied nights on end to get the paper out every week this year was always one phone call away and immediate attention.**

When I was away in 1981, it was Evelyn who would listen to all the wake-up instructions phone calls. That is; when Pro Tem was going down was a testimony to Evelyn’s dedication and hard work which never let you down. She is a future Earnest Ev and you can always phone me at 8:30 in the morning.

Francisca Meers has been a part of Pro Tem for 3 years. In 1981-82, she put the paper together on her own. Last year, she was Pro Tem’s Production Editor and this year stayed on as Layout Editor. Francisca will never know how much Ruth and I appreciated all the editorial sent in by her; it made it to the end. Thank you Francisca, it is you and Nicol in your future life together.

Mon ami Nicol. Pas à Sans Glendon, l’est un conste- lation qui a su prendre la main, pour un jeune et un ancien, des partages de ces 5 années sont peut-être les plus grandes richesses que nous avons acquis ici. Nous n’avons pas réussi à faire de Pro Tem le journal que nous envisagions mais nos apprêts ont tous réussis. Souviens-toi que je t’ai donné ces paroles à tous les progrès accomplis depuis Extravagant, n’est-ce pas? Dis moi que nous avons pas encore fait l’un de ces projets qui sont important dans la transformation fondamentale de la culture de Glendon. On ne pouvait en faire plus.

It is important to me to remember the best things about Pro Tem and putting it to together.

**Professeurs de mathématiques, le projet de Pro Tem comporte la formation d’un grand nombre de personnes qui ont fait Pro Tem.**

**When I met Lynee Watt last summer, I was immediately impressed with her dedication and her interest in the Am- nésie International and decided to ask her to join Pro Tem as our Features Editor.**

**She was my pleasurable surprise and a great job that Pro Tem has to a very dedicated and energetic staff. It has been my pleasure to work with Nicol for 2 years and with a bunch of people who have made Pro Tem’s success.**

At the beginning of January, Melanie Mullhul asked about tickets to a concert and asked who the Entertainment Editor was... Five minutes later, Mel knew who the Entertainment Editor was and since done a fantastic job at keeping Pro Tem abreast of events at Glendon and Toronto at large. Mel has also been on the staff of the Wayne Burnett as a mouse cartooneur.**

**Look back at the Christmas issue.**

**Look back at the Christmas issue.**

**in the staff cartoon, you will see David Oliver’s famous hat.**

**Dear Sir:**

As my term draws to a close and a less draconian administra- tion takes place at Glendon for the next year, I would like to express my gratitude to the staff and the students who have made this a successful year for Radio Glendon.

Through your efforts you have made this a better place.

Jim Soloway Manager Radio Glendon

Dear Sir: I would like to offer my sincere thanks and congratulations to all those students whose imaginations and abilities have made this year a vibrant and active one at Glendon. These students include, the various club organizations, the members of the GCSU, la Grenouille, la Revue, les Colloques Glendon, les Seminaires de philosophie, les Seminaires de diversité culturelle and autres. (The list is long and I am sure that they are able to carry on the good work.) I wish them success in their professions to get even more involvement from students and faculty in the production of the paper. In my opinion, the changes in the newsroom and involvement of the better students and faculty have made this year a very stable financial footing.

Thank you again and good luck to all.

Ian Morriss Assistant to the Dean

My heartfelt congratulations on a year of a high quality Pro Tem. I have had much pleasure in working with faculty and staff and in the support I have received.

Thank you for providing the urge to give me and Louise a little of advice on the task that awaits them. First of all, never let anything or anyone divide you in public. Secondly, always keep a very close eye on the finances of the paper because it’s your butt’s that are on the line in the long run. If you need me, I can always reach me at the Home for Medical Editors. I can spend the next 65 years recup­ erating from the many dealings with advertisers. The formative, often provocative and amusing College newspaper. I think it is safe to say that there has been a newspaper who was completely irreplaceable and there is no one else who was as co-editor and, as such he was my co-editor and, as c十足 as one can do an every inch of his writing. The title production editor who was my co-editor, as such he was my co-editor and, as such helped me plan every inch of the paper. He was my co-editor and, as such helped me plan every inch of the paper and I would like to thank you and all those who have contributed to the paper this year. Sincerely,

**Co-coordinator Canadian Studies**

**Sincerely,**

**Vol. 22 No. 20**

**Pro Tem vendredi le 8 avril 1983**
<table>
<thead>
<tr>
<th>Event</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>You sell a full page ad for every week for the rest of the year.</td>
<td>Eliminate Sports section.</td>
</tr>
<tr>
<td>The bank makes a huge error. You are $29,000 in debt.</td>
<td>You are insured by the GCSU.</td>
</tr>
<tr>
<td>You receive a generous grant from the GCSU.</td>
<td>Recarpet the office.</td>
</tr>
<tr>
<td>You notice that you are going bald. Buy a toupee.</td>
<td>You attend a national conference. You receive a generous grant from</td>
</tr>
<tr>
<td>You receive no ads this week. Print 2 page leaflet.</td>
<td>the GCSU.</td>
</tr>
<tr>
<td>You develop ulcer symptoms. Become a Valium addict.</td>
<td>You are accused of financial mismanagement. Move ahead one space.</td>
</tr>
<tr>
<td>You receive a generous grant from the GCSU.</td>
<td>GCSU President says he was misinformed. Impeachment proceedings begin.</td>
</tr>
<tr>
<td>You receive no ads this week. Print 2 page leaflet.</td>
<td>You receive more ads than you ever dreamed possible. Print 16 page issue.</td>
</tr>
<tr>
<td>You develop ulcer symptoms. Become a Valium addict.</td>
<td>You throw a wild staff party. The issue is delayed three days due to</td>
</tr>
<tr>
<td>You have completed ten issues. Your entire staff develops mononucleosis.</td>
<td>Hangovers.</td>
</tr>
<tr>
<td>You have completed twenty issues without being closed by the GCSU.</td>
<td>Merry Christmas You have completed nine issues. Your entire staff</td>
</tr>
<tr>
<td>A former editor receives his just deserts.</td>
<td>vocês covering. You win!</td>
</tr>
<tr>
<td>A former editor receives his just deserts.</td>
<td>You too can be Editor-in-Chief of Pro Tem. You can experience migraines, ulcers, baldness and alcoholism before age 50. Just play...</td>
</tr>
<tr>
<td>You receive 10,000 letters from Barbra Streisand fans. No news this week.</td>
<td>THE GAME OF Pro Tem</td>
</tr>
<tr>
<td>The Pro Tem team wins the Winter Carnival. Take up residence in the Pub until you have used all your draft tickets.</td>
<td>Object: The object of the game is to complete twenty issues without being closed by the GCSU.</td>
</tr>
<tr>
<td>You receive more ads than you ever dreamed possible. Print 16 page issue.</td>
<td>Rules: Roll the dice and move the required number of spaces. If you land on a death square the game is over. Try to complete the board without landing on these squares or suffering a nervous breakdown.</td>
</tr>
<tr>
<td>You attend a national conference.</td>
<td>Winning: If you complete your term of office with fewer than three holes in your stomach, you have won. Congratulations! You may now take your hard earned experience out into the real world and learn how much it is really worth.</td>
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**THE GAME OF Pro Tem**

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**Winning:** If you complete your term of office with fewer than three holes in your stomach, you have won. Congratulations! You may now take your hard earned experience out into the real world and learn how much it is really worth.
Dear Butterfly, where do you go?
Are you aware that you leave me below?
Spreading your wings, gliding above,
I, waiting here, with my feelings of love,
Elsewhere of an eternity shall be.
For you cannot be captured; you must remain free.
To clutich at you now would only harm both,
And halt individual and future shared growth.
You’d lose your flight, without powdery wings, And I’d kill a dream and the promise it brings.
No more the possession and chasing I’ve tried,
I’ll spread my wings too, and fly alongside.
Michele Mougeot

Having Coffee in Central Square

While drinking coffee in Central Square, I noticed something odd.
Four Hindus sitting in their garb
Discussing the existence of God.
I turned around, and looked across,
And as I turned, I saw
Two Italian girls in designer jeans
Discussing marijuana law.
My head turned back towards the wall, And my eyes did see
Two bearded hippies on the floor
Discussing Greek Mythology.
I turned again, my ears did hear,
My eyes did notice too,
Five Orientals sitting near
Discussing World War Two.
No talk of Trudeau’s arrogance,
No talk of lousy food.
No talk of P.C. leadership,
No talk of Alberta crude.
No talk of going to Quebec,
No talk of going to France,
No talk of writing essays here,
No talk of political stance.
No French mam’mies sitting here
No dictionaries too.
Just Jewish princesses gossiping
Over who is sleeping with who.
No sloppy jeans here at Main,
Just designer labels.
Hechter, Dior, and Calvin Klein
Sitting at the tables.
Where’s Jean? where’s Kim? where is Lisa?
And where is David B.
Where is Karin? Where is Michael?
None of them I see.
Just phoney people walking by,
Who do not seem to care.
Who I am or what I do.
Or why I’m even there.
But wait a minute, now I see
Someone that I might know.
Is it him? Yes it is.
I really have to go.
Farewell to you, grand coffee shop.
I really had a ball.
But you are nothing, when compared
To friendly Glendon Hall.

Steven Schain

What’s Your Sign?

A box marked fragile
Sits all alone.
A lost lonely person
Waits by the phone.
The box is empty
It has nothing inside
The person is fragile —
Nothing left to hide,
The person is hurt
...torn up and discarded
The box is still safe.
Its sign keeps it guarded!
Louise Farrell

Positions in Duxtoposition

I need a drink! I’ve had the mostor broken day imaginable: the T.V. went
on the fritz; I had to wait 20 minutes
for the bus; and last but not least,
my hairdresser cancelled my appointment
at the last minute!

...Where is my little child?
My baby... Oh, my baby!

What are we going to do this year
while the kids are on their break?
I don’t suppose we could leave them
with your mother again.

...Mama... Mama...
Is that you? — I’m coming, mama’s coming...

Honey, which shade of nail polish
do you prefer — mauve or frosted pink?

...No! Let me go! No, you don’t understand —
I must find my child!

Well, those sorts of people
are always at war.
I wish they could really
just calm down for a second
long enough to learn what it’s like
to be civilized.

...Please don’t hurt me...
Please don’t...

Michele Mougeot

Hazy Revelations of Nothing

Onward and upward!
And where is the revolution?
I heard there was a revolution,
But I can’t see it today.
Oh be quiet my dear.
There’s a pill for you.
The tears stream down my face.
I heard there was a revolution,
But I can’t see it today.
Was it only a rebellion?
Oh be quiet my dear.
There’s a pill for you.
Pills, pills, pills.
A pill to rise above the pellitiness
To the exalted heights of vacuity.
Where’s the revolution?
I’ll take the pill.
And rise above it all.
Through my drug-induced haze
I see no revolution.
Only armchair terrorists
Talking dinner politics.
Here’s to you.
One big gulp and all.

Elizabeth McCallister

A Collision

It makes no difference
how our bodies collide
or in what contorted position
our desire binds us
what will remain of us.
my love,
besides a trace of memory
of a half-fulfilled orgasm,
or in what contorted position
my love,
a scent of naked bodies in this room,
It makes no difference
years to come
In the evidence of stained sheets?
what will remain of us,
of a half-fulfilled orgasm,
or in what contorted position
my love,

A box marked fragile
Sits all alone.
A lost lonely person
Waits by the phone.
The box is empty
It has nothing inside
The person is fragile —
Nothing left to hide,
The person is hurt
...torn up and discarded
The box is still safe.
Its sign keeps it guarded!

Louise Farrell

A Collision

The Cemetery

I want to run out to the cemetery
and put my ear down to the ground
and listen to the heartbeats
that have stopped
I want to tip-toe around the headstones
so as not to disturb the rest
of those buried there
...they are sleeping but where are their dreams?
I want to read the names on the stones
and wonder if three keep the dead from dying
...there is a tablet that time has washed the lettering there
...can a soul rest without a name?
I want to run out to the cemetery
and put my ear down to the ground
...can I hear the sound of my own stillness?
will time still exist?
and when I am gone — surrounded
by so many others in the ground —
will I still be alone?

Bebhinn

The Land of Dinosaurs

I feel safe,
on this suntill path,
as I walk through the land of the dinosaurs.
On either side
I can hear
their awakening roars,
breaking the silence
called earthing.
I can only imagine
their monstrous appearance
well hidden by these ugly black rocks
which surround me.
Fear
keeps me bound to
this path,
to this sunlight,
to my leader.
although (at times)
I’d much prefer
in the shadows.

August 4/82
AC

Elizabeth McCallister
THE OUTSIDERS

by Kathryn Liprot

The Outsiders will never be known as great cinema - it is doubtful that it will ever be known as good cinema - in fact, it might be better if no one knew about it at all.

Admittedly the cinematography is superb. Unfortunately this cannot make up for the murderously confusing plot, which is best described as something akin to the story of Balto, Ralph and Fonzie on the big screen. The story, in flashbacks, which is about all it takes, goes like this:

The greasers from the wrong side of town are constantly being dumped on, beat up, etc., by the 'socs' who have the nice cars and the girls with the tight sweaters. Push comes to shove and one of the greasers (named Johnny) kills one of the 'socs' (played by Lief Garrett). Johnny and his friend decide then that they had better hide out. They then decide that turning themselves in is, perhaps, not such a bad idea. In the process they save six children from a burning church and Johnny eventually dies of his burns after the final 'rumble'.

This isn't Rebel Without a Cause or West Side Story. The film reveals certain illusions about the discontent of youth and about friendship. A copy of the novel Gone With the Wind turns up at various places throughout the film, supposedly as some sort of a meaningful symbol, but its presence is neither explained nor developed.

A last piece of wisdom: save the $5.50 and wait for James Dean movies on TV.

THE REAL INSPECTOR HOUND

by Diana Williamson & Louise Farrell

In the cozy atmosphere of the Glendon Theatre, the English 2530 class put on the play 'The Real Inspector Hound'. The acting and humour were good, but the confusing plot made the play hard to follow.

The play would have been more effective if the plot had been easier to understand. For instance, it was not clear if the action was set in the past or present.

The glamour-seeking husband, Myrtle, his fluffy slippered, cocoa-loving wife, added to the hilarity of his sophisticated role.

Ms Cunningham & Mrs Muldowne characterize two steely damsels in distress. They were played by Pete Coffey & Wendy Stackhouse respectively. Did the audience ever get a laugh as they fought against each other for the men. Men who were dropping like flies!

- All the other actors, Juan Escobar, Kevin Moher, Colin McFetridge, Mike Hammond and Pat Robertson were equally good.

In spite of the terrific acting, the dramatics provided by it did not save the play. Purists of passion did not see through the veins at any outstanding revelations. Instead, we were left empty, having more questions than answers.

Colin McMechan played the Dart and was happily in the clear sky. I saw a frustrated man stand before me and cry out against the injustice of his plight, his name was Lenny Skybird. He was a man who, in his attempt to end his existence, cast himself ever deeper, into a desperately black trap. He had become retarded, and had been 'decreed' to live a life of a thinker in a body that can't think.

Lenny's predicament was further intensified through his interaction with other family members.

THE LENNY SKYBIRD DECREE

by Timothy E. Kidder

It was Good Friday, April 1st, 12:30 pm. The sun shone brightly and warmly in the clear sky. I entered Theatre Glendon and was plunged into the very pit of a real-life situation. I saw a frustrated man stand before me and cry out against the injustice of his plight, his name was Lenny Skybird. He was a man who, in his attempt to end his existence, cast himself ever deeper, into a desperately black trap. He had become retarded, and had been 'decreed' to live a life of a thinker in a body that can't think.

Lenny's predicament was further intensified through his interaction with other family members.

by Margaret, the femme de M. Sosnkowski, a écrit le synopsis du livre Agaguk d'Yves Thériault.

Leur travaux se transforment en un ensemble harmonieux de critiques littéraires qui présentent trois grandes francophones: le Québec, la France et l'Acadie.

Tout en perfectionnant leur connaissance de la langue française, ces étudiants sont devenus des marchands de petits bonheurs pour ceux et celles d'entre vous qui ne connaissent pas encore ces "morceaux choisis".

Note: Margaret, la femme de M. Sosnkowski, a écrit le synopsis du livre Agaguk d'Yves Thériault.

Voici les sélections d'œuvres littéraires faites par les étudiants adultes du cours de français langue seconde des niveaux avancés (VI — VII) dans le cadre de l'éducation permanente de l'université York. Ils suivent ce cours au collège Glendon.

La typographie de ce volume illustré est exceptionnellement saisissante.

L'oeuvre est agréablement mise en valeur par un essai politique de Françoise Morais, la rédactrice et par deux autres morceaux choisis écrits par des auteures francophones qui vivent à Toronto: Anne Robichaud et Yvette De Moor.

Pro Temp Friday, April 8th, 1983 Page 15
Until April 14, 1983 Glendon students have the privilege of experiencing a metamorphosis from 'crawling to dancing on a tightrope' according to Peter Kolisnyk. The annual exhibition of the Glendon Line & Form Course presently showing in the Glendon Gallery exposes a line of communication that provides an enrapturing means of expression. From the divine simplicity of the figure drawings to the unique complexity of the monoprints, the students have gone beyond technique as their means to make a mark.

The students' diversity in style and expression permeates each of the six mediums presented, and are illustrated in such pieces as those conceived by M. Jean Paul Lenin and Ms. Sandy Spremo. Both students, working within the same medium, create totally different modes of expression, that make it impossible to compare Spremo's nude with Lenin's abstract, as the intention and force of each artist differs drastically. This same diversity holds true for each student, yet all have attained a unique form of communication.

The sweat and tears behind the efforts presented are unseen in the exhibition, but as one art student stated 'it's like our babies are being christened and now we can sit back and smile.' The finished products of their painstaking hours over the art tables afforded Gallery curator, Laurie Milmer's comment - 'You sense the students are starting to see, really see, the essence of making a mark.' Through this new perspective the students are en route to developing a visual literacy that Ms. Milmer terms 'our key access to the world.' For the course instructor, Peter Kolisnyk, 'the exhibition itself doesn't matter,' as he says it represents only about 5% of the actual work. But for the students this is like their examination. For one of the students - 'seeing the works of other students and my own up on the wall made me feel great, I loved it!' This new level of visual literacy is best summarized in one tired, but satisfied art student's comment of - 'It's the slightest scratching of the surface that we've done, but I now know that art's gotta have H'ART.'

IMPORTANT NEWS ABOUT THE CANADA STUDENT LOANS PROGRAM

The Government of Canada is proposing changes in the Canada Student Loans (CSL) Act to help provide post-secondary students with financial assistance to pursue their education.

What
We propose to offer:
• Guaranteed loans to needy part-time students to help cover the cost of tuition fees, learning materials, transportation and related expenses.
• An interest relief plan for unemployed graduates to provide for the payment of interest charges due on student loans. Both full and part-time students would be eligible for assistance.
• Increased weekly student loan limits to $100 from the current level of $56.25.

When
Our objective: the coming academic year.
We intend to introduce legislation in Parliament shortly to make these changes to the CSL Act.
The implementation of the proposed changes will require the co-operation of participating provinces and lending institutions.

Where can you get more information?
For more information on these proposals, write to:
Office of the Secretary of State
Ottawa,
K1A 0M5

The Secretary of State
of Canada
La Secrétairé d'État
du Canada
The Honourable Serge Joyal
L'honorable Serge Joyal