bilingual institutions

by RICHARD HUNT

In its final report, released early this month, the Government appointed Commission on Post-Secondary Education in Ontario has called for the creation of a network of exisiting bilingual programmes in the province. The report also includes several recommen- dations for each of Ontario's bilingual universities, including the University of Toronto, York University, and the University of Western Ontario. According to the 1971 census there were 482,000 French-speaking citizens in Ontario, so that each of these institutions should have at least the same number of students as each of the 25,212 students at the University of Toronto. The problem remains how to meet the kaleidoscope of learning needs of a complex bilingual population. COSEPSE states that "Glendon's future as a bilingual institution is not uncertain." Although COSEPSE notes the costs of bilingualism and the need for careful planning, it has made no real suggestions for Glendon College. In its report, the Commission states: "The Glendon College has a very fine building and is located in a convenient part of the city, but it is notatty and attractive. The institution is not a major academic institution." The report states that its "Subject-Object" direction which most of these presentations tended to take. It wants its causes, perhaps, the form of the Lecturer to the Lecturer which seemed to evoke interest, but rather the mist and the main reason for the enigma which seemed to surround the Professor's own views on the foundations of the materials he wanted to present. It was always hard to know what the teacher thought, always difficult to find out what he thought. The correct answer to be is that a student presses a Prof- to wander around the marks, and come right to the area.

COSA election overtunred

by LORNE PRINCE

The election of the seven student members of the Committee on Student Affairs held in conjunction with the spring convocation and reading week has been overtuned by the students council. Following a call for divi- sion of the membership of the Chief Returning Officer's report, which allowed for the se- cretary's acceptance of all other student council posts, Ray Horton, an unsuccessful can- didate for COSA, successfully challenged the COSA election. Basing his objections on se- veral discrepancies involving such varied issues as the time that nominations were sup- posed to close and the time that they actually closed, the non- alphabetical listing of candidates names on the bal- lot, and the fact that he did not publish the names of the candidates for the COSA election, Mr. Horton and the other Glendon students pre- served a documented grievance to council.

Following heated debate in which the chair in the person of Paul Dowlen was challenge- d by Peter Bennett, albeit unsuccessfully, council eventu- ally decided to declare the COSA election invalid, and called for new elections to be held in conjunction with the upcoming faculty council elec- tions. In an effort to prevent such discrepancies from occurring in the future, council then passed a motion authorizing the payment of five dollars each for up to three Deputy Returning Officers.

Toronto, March 20th, promises to be a very interesting day at Glendon. We've all been attending for the past academic year, numerous lectures based on materials which were seen as significant to each of our understanding. Some of the lectures have been pre- cise and fascinating, while others have been somewhat less so. But an aspect of things which seemed to tie many of them together in an almost unpleasant unity, was the "Subject-Object" direction which most of these presentations tended to take. It wants its causes, perhaps, the form of the Lecturer to the Lecturer which seemed to evoke interest, but rather the mist and the main reason for the enigma which seemed to surround the Professor's own views on the foundations of the materials he wanted to present. It was always hard to know what the teacher thought, always difficult to find out what he thought. The correct answer to be is that a student presses a Prof- to wander around the marks, and come right to the area. which he, in his further study came to believe as important the students should all too often get uncommitted responses, and heaps and piles of ref- erence notes which would inevitably refer him to the li- brary. To go and get those books with some truth of his own. Perhaps as academic exercise this is the proper form of things, but one can't help but believe that in the final antil- puddle, true, but is not formally believed in. Surely it can't be otherwise but that these personal feelings are the most important for all of us to come to share, and it was in this spirit that Tuesday, March 20th was set aside as a day of lectures.

Eight Professors and the Principal of the college will be present that day each present small dissertations, which have been requested to take the form of Lectures that each would put forward if that day were the last of their formal academic careers. They were asked to express those feelings which they, at such a time, feel the most important to share amongst their fellows. They will hopefully pull themselves forward on an equal footing with all of us, who in the final analysis of things each attempt to seek an answer in areas we feel are personal and meaningful. The day can only be a success if each of us contributes. It is all intended as an innocent intellectual exchange and would tend to epitomize, it is felt, the very basis for substantive and liberal education. There is one small point which would like to be put forward (all by itself). The Professors which were chosen for the exchange, were not done so on any basis of personal or categorical as- sessment. A balance was at- tempted to be made between the older and more experi- enced, and the younger and per- haps less assuring Profes- sors. Both languages were desired, and thus there will be presentations in each. Round- robin was suggested and this perhaps some lectures will not take the bounds of the speaker's formal academic sphere. In all of it, flexibility, innocence, and good– will would have the mainstay, and hope- fuly all of us; staff, students, and secretaries, each come out, at least slightly en- riched from this ideal, and thus far, well received aca- demic enterprise.

Innocent students: Norman Sandberg, Barry Smith, Helen Sinclair, Adrian Hammerslein


CSI
Course Evaluations should be completed

by BRUCE MALTBY

This article is being written with the intention of clarifying the aims and objectives of course evaluation, and hopefully it will encourage students to consider this very important facet of their academic lives more seriously. As Commissioner of Academic Affairs it disturbs me greatly that many people consider the evaluations which have been taking place here as a meaningless pain in the ass, revealing simultaneously the attitude that they would prefer not to be bothered thinking about the courses and instructors who comprise their programs of study. Until this attitude is changed, the course evaluation will never assume the importance it deserves vis-a-vis academic decision-making at the departmental and college levels, and will never become the instrument of democratization that it should be.

One question which arises often is, "What right do we have to evaluate our teachers?" In fact, one of the completed questionnaires from Reorientation Week informed us to criticize an instructor and his seminars was "...not proper scholarship." This kind of vegetative, nurse-ringing servility is precisely what will allow the quality of courses and instruction to stagnate, here and anywhere else, because students refuse to think critically or are afraid of voicing critical opinions.

Students have got every right in the world to evaluate faculty. The obvious justification for evaluation is that it is beneficial for everyone concerned; for faculty because they can see how their students respond collectively to their courses and where areas of controversy exist, and for students because they are being encouraged to examine things they might have taken for granted for a long time and because evaluation is the first step which must be taken in order to produce improvements in their courses.

It may sometimes be difficult to judge the academic competence of an instructor, but surely students can comment critically on the ability of the instructor to convey, to elucidate, and to explain the material being dealt with. Surely students will have formed an opinion about whether an instructor deals with too much or too little in his lectures or seminars, and whether the perspective in which this material is treated is too broad or narrow. At the very least, students must have some opinions as to whether they are getting anything out of courses, and if not, why not.

At the same time, students can teach faculty the nitpicky, gritty technicalities of teaching performance. However, it is important that the instructor receive student feedback in order to know how he/she/it fits/his/her performance need attention. More specifically, problems not directly related with teaching ability which exist in courses can be indicated to the instructor in documented form, and he/she will know in what areas his/her work are required. Briefly, then, evaluations are intended and should act for the mutual benefit of faculty and students.

Another justification of course evaluations is related to the concept of course sovereignty. Part of your $5 tuition goes to the salaries of professors who are teaching you now or may teach you next year. This means that you have to pay the salary of an instructor who is a poor teacher and in making little effort to improve? The value of evaluations as an initial stage in improvement has already been discussed, and it follows that if you are going to get your money's worth from your courses, you should actively support course evaluations. This is the only way to ensure that faculty know that students are looking at them through critical eyes, and that they must continue to improve their teaching and courses.

Another question which comes up is "What good are the results once you've got them, anyway? What are they used for?" The results of last year's course evaluations were turned into a small Counter Calendar which aided students in the selection of their courses and provided them with more complete information than the Glendon Calendar in this respect. Over the long term, course evaluations can be used to trace the development of faculty as lecturers and seminar leaders, and can play a key role in the granting of tenure and the promotion of faculty. It is unfortunate that course evaluation has a short and sporadic history at Glendon, but the first steps have been taken and progress is being made.

Evaluations are undergoing even more critical role in times of educational cutbacks. This year, it will be necessary to release some faculty from the college for economic reasons, and the faculty who will be released will be those on part-time contracts or those with one-year contracts, for reasons of legality. Decisions have been made in certain departments as to who stays and who goes, and it is essential that students ensure that teaching competence was a primary criterion in the making of these decisions. I feel that a course evaluation is the best determinant of our disposal, for it will allow us to compare these decisions with student opinion regarding the ability of instructors involved.

If teaching has been a key criterion, this is good; but if good teachers are being released in preference to poor ones, then it is the task of the Academic Affairs Commission to struggle for the enactment of the recommendations of students regarding teaching ability.

Now that you are seeing some of the first results of the cutbacks, you finally see the vital need to assert your collective authority in the shaping of your academic future, and to demand a voice in the decisions of our administrators in the years to come with regard to course evaluations.

OK. Enough inflammatory rhetoric. Time for some details.

Some time within the next two weeks or so you will be receiving questionnaires in the mail. Please fill out one questionnaire for every course and half-course you have taken this year and return the completed papers to the receptacle boxes located in the front of the J.C.R. We would like to receive your questionnaires as soon as possible, and a check of the date on which you received them so that we can process the results for the part-time and one-year fac-
culty.

The time has come for students to take the first step in the democratization of their academic lives, to make their opinions collectively heard, and to cope with the questionnaires that will enter the questionnaires in this University. Other 75th course evaluation.
Québécois le temps presse

par YVES GAUTHIER

J'ai eu le bonheur d'assister en tant qu'observateur au quatrième congrès national du Parti québécois qui s'est tenu à Ville-Lavallée les 23-24-25 février dernier. J'ai eu la chance de voir, enfin, une partie de la population québécoise (ce qui exclut presque entièrement les Non-Français Canadiens) prendre position sur des sujets aussi variés que vitaux, non pas seulement pour la survie de la race et de la Nation, mais pour leur avancement, leur émancipation et leur accomplissement final qui n'aura lieu et qui ne pourra se produire que lorsque cette même race et Nation seront libres.

La Nation québécoise doit se doter d'un État indépendant si elle veut voir fleurir entre ses frontières un peuple libre, dans une société juste avec un système vraiment démocratique au service de tous, par et pour tous. L'assemblée SOUVERAINISTE formée d'environ 1200 délégués venant de toutes les côtes de la province de Québec, a travaillé dur et fort pour que l'assemblée puisse vraiment satisfaire aux besoins et aspirations de ceux qui ont à trop souffrir de la nullité de "point" ou de gens ne s'occupant pas de quoi qu'ils veulent. Les délégués (le parti québécois en somme) ont voté sur des résolutions qui dans l'ensemble sont aussi réalistes que réalistes. Ils ont su choisir entre le possible et l'impossible, entre le rêve et la réalité.

L'assemblée SOUVERAINISTE du Parti Québécois était composée de jeunes, de vieux, de femmes, d'intellectuels, de fermiers, de veilleurs salariaux, de gens de Westmount et de l'Île-du-Prince-Édouard. Toutes les classes de la société québécoise étaient de la partie, aidant et tenant dans l'ordre démocratique des choses pour une société meilleure à la hauteur de leurs idéaux. En tout cas ce congrès national était l'aboutissement de deux ans de travail ardu et acharné à tous les échelons du Parti.

En tant qu'observateur j'ai pu ressentir avec quelle conviction les délégués, jeunes et vieux, travailleurs et Établissements, parlaient de démocratie (non pas démocratie) ; avec quelle agressivité ils défaisaient les droits de la majorité ; avec quelle passion ils voulaient révéler et revaloriser le QUÉBEC ; enfin avec quel réalisme, décevant pour les vieux partis, (patrons oppresseurs, ex-plorateurs et au service des "autres") les délégués ont opté pour un système qui fait part et pour les Québécois. C'était là je le di qu'ils ne l'ont pas lancé. Leur dévouement et ferveur parait être motivé par de vrais Québécois, connaissant leurs capacités et leurs limites.

Oui, "le temps pressé", et il pressera plus que jamais jamais il n'est plus que temps que la majorité des Québécois cessent de se voter des gouvernements fantoches dirigés par des maçonnistes au service des AUTRES ! Il est plus impérieux encore que nous nous votions un gouvernement pour une Nation libre avec un État indépendant au service des Québécois !

La tour de force dans la lutte pour la dernière fin que nous avons nous-mêmes pour un gouvernement pour une Nation libre et un État indépendant est le Congrès de la Nation qui se tient depuis si longtemps. Ne nous laissons pas prendre au piège de vouloir aménager l'échelle du "bou- bou" de toutes sortes, doit disparaitre de nos vies si le sacré ! La fausse pub réaliser des masses de gens sont de l'esclavage parce qu'aucun service des mêmes financiers doit être que le temps que nous avons de laisser des échelons de notre société ! Ceux qui préfèrent mettre leur âge sur des "congrès de dentier" (celui du Crédit Social) ne font que jouer le rôle des "MASTERS" qui veulent à tout prix réduire la politique à un grand cirque anglo-saxon ou américain. Il faut à tout prix rejeter de nos esprits cette âpreté qui nous engourdissent lorsque nous avons à faire face à des choix politiques. Oui, "le temps presse" plus que jamais de nous libérer de ces gouvernements de "dernière chose" tel celui de "bou- bou" Bourassa ! La seule alternative sérieuse et efficace est la délimitation de notre portée présentement (et qui se situe très bien dans le mouvement historique actuel) c'est l'indépendance du Québec, en enlevant le Parti SÉRIEUX, par et pour le peuple, qu'est le Parti Québecois.

"Québécois le temps presse", ne laissez pas passer cette chance unique que nous avons présentement de donner un coup de poêle à l'historique. Le temps presse car les forces qui nous assujettissent à l'esclavage comme de viles animaux ne cesseront de nous harceler que le jour où nous saurons leur prouver notre vraie valeur. L'outil INDISPENSABLE pour notre émancipation personnelle et nationale réside dans le Parti québécois dirigé par l'ASSEMBLÉE SOUVERAINISTE de nos membres, véritablement démocratique lors du quadrilatère de notre parti. Permettez de terminer en reprenant le thème du congrès : "Québécois le temps presse" et d'ajouter, le temps presse en TABASSACK.

P.S. Seulement la médiocrité peut écrire la médiocrité. (J.F.K.)

**Student dismayed**

To the staff of PRO TEM.

Being a supporter of Women's Liberation and believing that a movement of this type is long overdue, I regret to express my dismay at the attitude and conduct recently displayed by certain representatives of the Glendon Women's Group. The particular incident in mind took place at the regular February meeting of the Pipe Room Board. Several members of the Glendon Women's Group attended the meeting, presaged to offer a suggestion to the members of the Glendon Women's Group. To ensure that a constructive women's group one whose goals are not constructed around any single language and which is capable of attaining its goals in a multi-ethnic and multi-racial manner. In order to survive, you must appreciate that we are definitively expressive of your group's sentiments and to offer a constructive group to women's goals. May I be so precocious as

**Pipe Room apology**

The Pipe Room Board apologizes to those members of the Glendon community it may have offended with the cover of the February Programme. (received from Ian Genest, chairman of the Pipe Room Board.)
Conference calls for volunteer bureaus

by TIM ANDERSON

The participants of the first National Conference on Volunteer Bureaus in Canada held in Kingston, January 26th to 28th agreed on the fact that a volunteer bureau on campus should be a self-perpetuating organization independent of the interest of the non-interest of students council.

Of the eight universities represented at the conference (Glendon College, Carleton, Guelph, Loyola, McMaster, Queen’s, Waterloo-Lutheran) the hosting university, Queen’s, has had continuous student activity in the community for the past twelve years.

The formation of the Student Volunteer Bureau (SUB) of Queen’s University was in part promoted by students involved with the activities of the now defunct Canadian Union of Students (CUS). CUS was attempting until 1968 to make students aware of their social and political responsibilities in society.

Since this period, the start of the Opportunities for Youth Program which encouraged Queen’s students to further their community involvement. A handful of students spent their summer getting to know the "roughest" part of Kingston. There were recruited for the SUB.

The structure of the SUB of Queen’s has become increasingly sophisticated since its founding. Local Initiative Projects workers are presently doing research on the improvement and expansion of the services of the SUB.

Several members of SUB are presently establishing an emergency telephone service whose operation is patterned after that of other "distress centres." The Help Bank of Queen’s University, SUB, consists of individuals who are willing to participate in "one-shot" or short-term volunteer projects. The volunteer performs tasks ranging from canvassing or chauffeuring assisting the elderly.

Several of the universities represented at the "Students in the Community" conference also have impressive organizations. The Help Bureau at Guelph has approximately 200 student volunteers working in fifteen programmes. Some of these programmes are established independently of the existing agencies in Guelph. One example is the recreation activities that students have organized for the pupils of a school for children with severe learning problems. Guelph University's volunteer-bureau is a supplement to the Community Volunteer Bureaus run by the YMCA.

The students council of Carleton has close links with the community even though there is not a centralized volunteer bureau on campus. Carleton gives financial and participant support to the Street Clinic in Ottawa. The students council and interested students are also pushing for the establishment of more cooperative services such as day-care centres for the university and for the city as a whole.

A major theme of the conference on volunteer bureau was the philosophy of volunteer service. "Helping" individuals should not impose their own problems on people they are assisting. A middle-aged volunteer driver in Kingston was dismayed because the child he was directed to pick up did not live in a garage-strewn slum. He wanted to feel that he was helping really poor people.

A major problem afflicting volunteer programs is the inconsistent participation of volunteers. This problem is particularly acute when volunteers are working with mentally disturbed children or have taken on the role of Big Brother/Sister. The child tends to become emotionally dependent on the adult with whom he is associated. It is inscrutable and abusive of the volunteer to develop a sponset relationship with a child only to prematurely withdraw from this relationship.

Student volunteer bureaus generally leave the screening of volunteers to the agencies involved. The screening techniques vary greatly in rigour depending on the quality expected of the volunteer. The volunteers for the prison programme in the Kingston area were recruited in a training period of two months.

It is to be hoped that students will become increasingly aware of and responsive to the needs of volunteers in the community.

Concerned students who help to operate student volunteer bureaus are attempting to create this awareness.

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Abella: a definitive work on unionism

by GARY O'BRIEN

The last year has seen for the Abella family a realization of no less than four excellent books by Glendon College. These books cover the major aspects of the Canadian and American labour movement, with the notable exception of Michel Horn's "The Dirty Thirties," recounting the bitter experiences of the Great Depression, and Joseph Schlesinger's "The Depression and the Unemployment Union in Crisis 1943-57," recollecting the tragic break of the American CIO with the Federal government and its supremacy, are without doubt seminal works on the development of the respective fields. A third, to be published within weeks, in Norman Poitras and John C. O'Regan's "The Winnipeg General Strike," which purports to offer a new interpretation of the events of 1919, and should prove a valuable contribution to the history of Canadian socialism.

It is perhaps fitting that Glendon studies have so eagerly awaited since the fall of 1971, in Irving Abella's "Nationalism, Communism and Canada," an interpretation of his colleagues, Horner, Starobin and Peers. Abella has produced a work which is not overshadowed by any other in Canadian labour literature. In his publisher's comment that the "Abella study is as definitive in its treatment of labour on the growth of industrial and international unionism in Canada," it is not made undeservedly.

The history of Canadian labour badly needs a book which makes an "immeasurably analysis of the national and national issues within the union movement," as Martin Robins' "Radical Politics and Canadian Labour," while providing an excellent analysis of the Canadian socialist, fails to address itself to the problem of Canadian domination of Canadian unions. "Canadian Labour and the CIO" by Wolf Horowitz, also fails to come to grips with the anti-American labour imperialism and is hardly fair to the Communists within the CIO, without whose efforts industrial unionism would have not have scored the success it did. Professor Abella's book, then, comes as a warmly welcomed scholarly work.

The author has limited his theme to the examination of the perceived Communist and American CIO threats to the Canadian Congress of Labour. The resolution of these two conflicts, which dominated the history of the Congress from its creation, is dealt with in a clear, chronological manner. His subject is extremely well-researched, detailed, and written in an enjoyable style. The only drawback to the book's presentation is the fault of the author but that of the typographical errors are no less for a book which has been in the publisher's hands for so long, and tend to make the author's statements, and the reader irritation both with the incompetence of the University of Toronto Press and the general modicum of interest in the sake of a national paper? I think not.

The nationalism of the Canadian labour movement between 1933-56 is not something the working class can be particularly proud of. As Professor Abella, it is the nationalist Canadian trade union movement was not smashed-

finally lost at the 1952 CCL convention - Professor Abella has made a valuable contribution to this hitherto little-known story.

Yet unfortunately, the author has not fully addressed himself to the question of the "Canadian movement is not properly analysed. Professor Abella writes that the Congress was captured in 'the state of the cold war' and seems to reject any direct link between the American domination of the union movement and the anti-Communism of the CCL executive. He claims that while the Communists posed a threat to the Congress, the CIO and CCL could "unite." One wonders, however, if such unity was forced in any way by coercion or if the identity of interest between the two organizations was merely coincidental. It must not be overlooked that Samuel Gompers and the American Federation of Labour played a direct role in destroying the Knights of Labour and the One Big Union movement in Canada. Why labour leaders such as Pat Conroy, who did not want to make Canadian unions mere satellites of the US, should have been as anti-communist as Senator McCarthy remains, in my mind at least, somewhat of an anomaly.

The second part of the book deals with the nationalist question within the CIO-CCL relationship. The complete disregard by the American CIO executive of the national sentiment of the Canadian Congress of Labour and their ultimate failure to comprehend that the 40th parallel was an international and not a state boundary is excellently documented. In tracing the painful history of the CIO's efforts to create a purely Canadian national labour movement, a struggle

And that's the truth!
‘Battering Ram’

by STEPHEN GODFREY

David Freeman’s first play, ‘Creeps’, was presented at the Trafalgar Theatre last year as its first production, and was a great success. ‘Battering Ram’ has also equaled this success, which is difficult for any author’s second play, and especially one dealing with a similar theme; namely, still being alive having been brutally and surgically handicapped.

(Stephanie Hamilton) is a volunteer do-gooder whose main occupation is being in the hospital. Nora (Trudy Young) is her nurse, and possibly the most compassionate and understanding person she knows. Nora is an ex-patient who has made it her life’s work to help others, especially those who have undergone such an experience. She is a quiet, unassuming woman with a gentle spirit and a kind heart.

The play opens with Nora and Stephanie discussing the case of the young woman, who has been brought in after a brutal attack. Stephanie is concerned about the woman’s well-being and wants to do everything in her power to help her. Nora, on the other hand, is hesitant and concerned about the potential consequences of getting too close to the patient.

As the play progresses, Stephanie becomes more and more involved with the patient, doing everything in her power to help her. She brings her flowers and books, and spends long hours talking to her, trying to understand what she is going through.

Meanwhile, Nora is struggling with her own emotions. She is haunted by her own past and the guilt she feels for not being able to help her friends who suffered similar injuries.

The play ends with Stephanie and Nora together, discussing the patient’s progress and expressing their hopes for her future. Stephanie’s determination and Nora’s compassion make for a powerful and moving conclusion to the play.

Although it is obvious that Virginil will be a catalyst to the destruction of our society, it is really mind-boggling how the destruction can eventu- ially discar if he does not fulfill his promise.

Nora is a university student who studies modern dance and photography. She has never danced with Virginil and he is not involved in any legal (or not visible point at all too often). She seems secure, yet sometimes, he is unable to express this (and subsequent manipulation of her image is even a real- ularly in this play) is insecure in herself.

In contrast with these two unstable types, there is Nora, Virginia; all the way he has he might be expected, using every means under his power (e.g., evoking pity for his condition, acting as if he were injured as a result of the overdose (Irene) to get both fe- males.

It is because she is so secure and the others not that the effect of the elaborate scheme of ordering books for the school library, and then ripping them off to give to the four students in the room. What is difficult to accept at first is that he can be, at the same time, such a ‘slow learner’.

He really never learns how to use the system to achieve what he wants, in the same manner as he uses him. He cannot see that the establish- ment is not really a system. He does not learn the simple—mindlessness — needs him for what he has to offer. The system is not as a rule to be co- mes — from bland anti- which is not the same as telling.

Therapist notes that people’s lives are so often broken and distorted that the central figure. (The peripheral figures are there — individuals with suitably developed and present personalities, but not characters.) That David’s view of life is defined by the flight and starts of his character is sensed in the reading of the novel’s action. As Alice Nuovo once noted, ‘Our society is geared to the idea of Virginia Woolf’, that this is a longstanding and visible theme of the novel.

Battering Ram is very entertaining. Although the language disintegrates into a few too many ‘fucks off in the second half which quickly lose their punch, there are some really choice and witty lines. The play is often entertaining in the high-pro way, that is, when it’s not too much too depressing. The acting is good, particularly with Patricia Hamilton as Nora, and the chairwoman prop makes for a lot of interesting stage action.

‘Battering Ram’ is playing at the Criterion for about two more weeks.

‘Going Down Slow’

painful novel

by JAN OLDIAVE

‘Going Down Slow’ is Jack Mcllroy’s first novel. And like his hit follow-up to it, ‘Morning Rabbits’, it is intensely painful, both philosophically and emotionally.

The central character of the novel is a young man, a young teacher from England who is attempting to support an extended family living in a rural Montreal high school called Merrymount. Like an older but perhaps more experienced version of the small boy with whom most Rabbit aficionados are familiar, David is, in a way, the victim of his own innocence.

Charged with a great deal of guilt, David struggles with the deaths of those close to him, and the challenge of the generations, David does this in a madcap category. There is a girl who comes close to comprehending what he means to him, but there is no one who really understands him. David is, in the end, neither is there in the trough. Even though one almost expects some sort of desertion, it is not so much as friends that they and others somehow, but more as stu-}

‘Save the Tiger’

by LARRY MOURING

‘Save the Tiger’ is described as ‘the most important thing I have ever done in my life’ by its starring actor, the ever-pop- ular Jack Lemmon. He made this confession during a radio interview to promote the film’s official premiere presentation at the Ontario Science Centre several weeks ago.

Undoubtedly Jack Lemmon is most noted for his comic portrayals in such movies as ‘Some Like It Hot’, ‘The Yum Yum Tree’ and ‘The Odd Couple’, to name but a few. ‘Save the Tiger’, with its excellent supporting assistance of Phil Green and Laura Heineman, is not of this genre. Rather, it reveals yet another aspect to the actor Lemmon: the dramatic role.

The movie’s theme, somewhat similar to that of ‘The Out of Towners’, stresses the pressures on man in our present jungle-maze known as the city. Harry Stone (Jack Lemmon) valiantly attempting to keep his garment industry in operation despite the obstacles of foreclosure and bankruptcy, is eventually forced to the extreme of having an arsonist fire the building.

A war is being waged for his life. ‘There is no room for losers’, he remarks. But all the world isn’t evil. There are his constant nostalgic reminiscences of the good old days.

However, nightmares also recur, the constant reminder of friends in war. Now he is waging a war for self- preservation.

Like the tiger, Harry is an endangered and perhaps vanishing species. The view is left to ponder over many questions, but there are, I think, enough indications that Harry Stoner will pull through.

Mr. Lemmon explained that what the movie strove for was a documentary realism amid a viable dramatic story concerning the social pressures andills today. It is a different role for Jack Lemmon.

A role which he finds difficult to explain in terms of why it impressed him to such a degree as to want to see the movie. ‘It was just something about it’, he noted. There indeed is something about it. I personally found the movie fascinating. Others were hard to complain that it was simply a new overworked social commentary. I believe that ‘Save the Tiger’ represents an extremely well-done effort on behalf of Jack Lemmon. It should be favorably received by the media and the public.

b-dents who merely drop out. David’s in, to the end, and despite his naive, teach- er, it is not merely for cheap laughs that the elaborate scheme of ordering books for the school library, and then ripping them off to give to the four students in the room. What is difficult to accept at first is that he can be, at the same time, such a ‘slow learner’.

He really never learns how to use the system to achieve what he wants, in the same manner as he uses him. He cannot see that the establish- ment is not really a system. He does not learn the simple—mindlessness — needs him for what he has to offer. The system is not as a rule to be co- mes — from bland anti- which is not the same as telling.

Therapist notes that people’s lives are so often broken and distorted that the central figure. (The peripheral figures are there — individuals with suitably developed and present personalities, but not characters.) That David’s view of life is defined by the flight and starts of his character is sensed in the reading of the novel’s action. As Alice Nuovo once noted, ‘Our society is geared to the idea of Virginia Woolf’, that this is a longstanding and visible theme of the novel.
The come-from-behind gang doesn't

"Before I leave Glendon," said Angelo DiClemente in a postgame interview, "I will be on a team that defeats Os- goode." Angie DiClemente inten- ded to be at Glendon for a long, long time.

On Monday, February 12, and Tuesday, February 13, Glendon extended their two-year losing streak to Osgoode to eight games. Without at least two wins, Glendon found themselves out of the inter- college hockey finals for the first time in two years.

Because the 'Come From Behind Gang' failed to come from behind in their last few league games, the Gophers found themselves facing their old nemesis the Osgoode Owls in the first round of the play- offs. On Monday it was 9 to 3 for the Owls. The Gophers were never really in the game. The Owls struck fast and often.

Scoring in a losing cause was Ralph Carr, Archie Love and BMJC Greg Cockburn. "It's about time you started mentioning my name again," commented Greg Cockburn after the game. "How can a BMJC assent himself on campus if one can't constantly read about his exploits in the paper, when and if it ever comes out?"

On Tuesday it was the same story. Osgoode hit fast but not as often. The Gophers were also in the game. Instead of lying down and playing dead, the Gophers came to play and were close throughout the game. The final score was 5 to 2, but as Wayne 'Nine Goals' Langlois explains, "It was really only 4 to 2 because I was removed for an extra attacker in the dying minutes of the game and they were able to load the black rubber disc into the vacant net for their fifth goal of the evening."

The official scorers have been obscured by the annals of time, and also a bad memory. Sydney the Duck reveals though that the two goals were not scored by WHL Bill Wade, K.C. Haffey, Pierre David or Ross Gillman. The macho- tious rookie never did find the net. However, Rob 'Golden Stick' Armstrong might have scored. "That's the spirit," added Golden Stick.

Gerbels defeat Mauraders

The Gerbels have won 133-1 game. They extended their winning streak to two when they rolled to a one goal win over the Athletic Coun- cil Muraders.

Outplayed at the beginning of the game, the Chipmunks were held in the game by the excellent goaltending of Albert Knab. As a result of Albert's fine inspiration, the Gerbels however, managed to gain the upper hand on a blistering shot by Brock Phillips that dribbled through the feet of Charles Laforet.

Again the Gerbel goal was under siege, but again the Gerbels relieved this pressure, they gave up a goal. Jane McCarthy then broke the tie when she stickhandled a round Murader star Joe Tuzi and then blasted a shot by the outstretched hand of Murader goalie Charles Laforet.

In the interest of keeping the game close and Muraders interested, the Gerbels let the Muraders get a shot by their outstanding goalie Al- bert Knab. After that they tightened up and took the play to the Muraders. In the dying seconds of the game, Rev. John- iew got the winner when she fired a cannonading drive past a groan Charles Laforet.

"I never saw the shot," explained goalie Charles Lafo- ret in a postgame news conference. "It came so fast I didn't get enough time to re- act. There was just no time to stop signing autographs for the fans and skate back to my nook."

Coach Cockburn explained after the game that he had to take refuge in the squash courts because he could not bear to see his team merci- bly crush another team. Gerbel spokeswman Beth Livesay said that the Gerbels are looking for another team to toat. "Maybe the Mount Royal Canadians would like to try. We know we can beat the Leafs."

Two more

Glendon has won a few more championships in intercollege sports. The women's basketball team went through an undefeated season and beat Bethune 24 to 7 to win the Championship. Team members such as Sylvia Van- derschee, Eleanor Gates, Ma- rion Milne, Janet Rodel, Lou- ise Reagan, Melissa Clarke, Joanne Murphy, Anne Holland and Victoria Powers have re- quested that their names ap- pear. They explained it helps around contract time next year. How often does one make the sports pages of PRO TEM? Recently, not often.

How good was this year's team? If one watches their upcoming exhibition against the Los Angeles Lakers or if one comes across the glowing PRO TEM report of their 42 to 10 defeat of Stong, one will know the answer.

On the Thursday before re-ading week, the men's volley- ball team drowned Winters 3 games to 0 for another Glen- don championship. Details are scanty as the press refuses to quote Mike Lustig and Joe Tuzi. Alphonse Allard though has been reported busy writ- ing out the details for PRO TEM. PRO TEM hopes to get a watered down version soon.

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on campus

British Homophile Association of Toronto. Also present will be a lesbian member of the association. Both will an- swer questions. All are wel- come. This afternoon at 2:15 in Rm 245. Sponsored by YLM. 377 (Women's Course)

Friday, March 9th

Canadian Ballade, with the Mandrill Singers from the University of Guelph.

Old Dining Hall - 8:30 p.m. licensed.

Saturday, March 10th

Los Quenchamals (Spanish American Music) Pipe Room 8:30 p.m. $0.50

Monday, March 12th

Pipe Room Board Meeting, Committee Room, C202, York Hall 2:15 p.m.

English 253 presents, "OUR TOWN" a play, tonight in the ODH at 7:30, admission $0.50

March 8, 1973 PRO TEM 7
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