



"Bilingualism is not enough"

- Tucker

by LORNE PRINCE

Two weeks ago, this roving reporter set out on a search for information on the projected enrollment figures for September 1973. During the course of this search I was able to find out not only this, but also the thoughts of some senior officials regarding the projected future course of Glendon College.

Following a visit to the office of Mr. J.A. d'Oliveira, Director of Academic Services, where I was told by a secretary that there was officially no comment on this issue and that any information would have to come from the Office of the Principal, A.V. Tucker, I then proceeded to arrange an interview with Dr. Tucker.

When questioned on the matter of next year's enrollment, Dr. Tucker was quite willing and open in discussing this, which made me wonder and worry if the turmoil at the main campus is making itself felt down here, and if

the overall enrollment at York next year is going to produce another year of crisis after crisis like to that which we have just suffered through.

The figures for Glendon look fairly good, though, with a projected September enrollment of 1100 students, approximately 420 of which will be enrolling in 1st year. Dr. Tucker felt that the figures for Francophone students would be better and expected to see 30 more Francophones enrolled next year than this even when taking in to effect such factors as the normal attrition due to graduation. This would give a student body which would be between 15 and 18 percent Francophone in composition.

The projected figures for enrollment of 1st year students have also been broken down into streams, with approximately 60 percent entering the Bi-lingual Stream, or 40 percent entering the Unilingual Stream.

While 40 percent may not seem to be, to some at least,

a very large figure, it is to my mind when one considers the fact that the Unilingual Stream was to be only a short term stop gap measure until the Bilingual programme was revitalized and we were back to compulsory French. However, it would now seem that the Unilingual Stream is to be an accepted, begrudgingly admitted in many cases, fact of life here at Glendon. Or if not the Unilingual Stream then a return to the old F.A.S. system under which students registered in the Faculty of Arts at the main campus were transferred to a special program here at Glendon to bolster our enrollment figures. It is not very difficult to see the impossibility of this, when one considers the present underenrolled situation now existing in the Faculty of Arts.

When questioned on this, Dr. Tucker replied that "Bilingualism is not enough," and that he foresaw the future role of Glendon as that of a small liberal arts col-

lege specializing in Canadian Studies. This of course would lead one to ponder the future role of the French Department. Not to fear, though, because Dr. Tucker assured me that "You cannot study Canada in one language."

What does all of this mean to Glendon? Is this a repudiation of the findings of the Commission on Post-Secondary Education in Ontario? Is this an acceptance of declining enrollment and a grasping out for BIU's (basic income units of students, for those of you who have not been steeped in bureaucratic doubletalk)? Or is this going to be the same old package with a new and catchy title?

In my opinion, this is actually a combination of all of these. While COPSE may do well to state that, "Glendon's future as a bilingual centre is not unpromising," it does not say that the future is promising. COPSE also suggests for Glendon "tailoring its programmes much more closely to the interests of Franco-Ontarians in southern Ontario." This I interpret to mean that the programme should be broadened from the just a study of French in a bilingual atmosphere to some-

thing encompassing not just bilingualism but biculturalism. Of course there is also the possibility that while bilingualism has not been selling too well lately, maybe biculturalism will. This brings us to the last question which is will the package really change?

On this matter I can do more than conjecture as I did on the previous two. It was Dr. Tucker's opinion that a programme in Canadian Studies would in the future envisage more than the present system of studying a group of inter-related courses in various disciplines, but would rather be a separate set of Canadian Studies courses independent of the various disciplines now taught.

For myself, then, all of this means an acceptance that prospective students are searching for more than just a rather limp programme of bilingualism and instead are asking for something else, and more than that it is an acceptance of the economic reality that unless students can be persuaded to come here to Glendon the future is not going to be very bright. It is of course the same old shit, but hopefully it will be deodorised enough to make it acceptable.

DAY OF LAST LECTURES, MARCH 20th

Afin de permettre à tous les étudiants, professeurs et employés d'assister aux conférences qui seront données suivant l'horaire ci-dessous, les cours seront suspendus pour la journée du 20 mars 1973.

9.30 a.m. - R. Cohen; room 204; "Emotion and Decision vs. Decision and Emotion".

10.30 a.m. - J.-C. Guédon; Room 204; "Castalia".

11.30 a.m. - A. MacKenzie; Room 204; "Why Self Knowledge?"

Lunch.

2.00 p.m. - W.R. Augustine; Room 204; "History and the Novel".

3.00 p.m. - I. McDonald; Room 204; "The State of Economics".

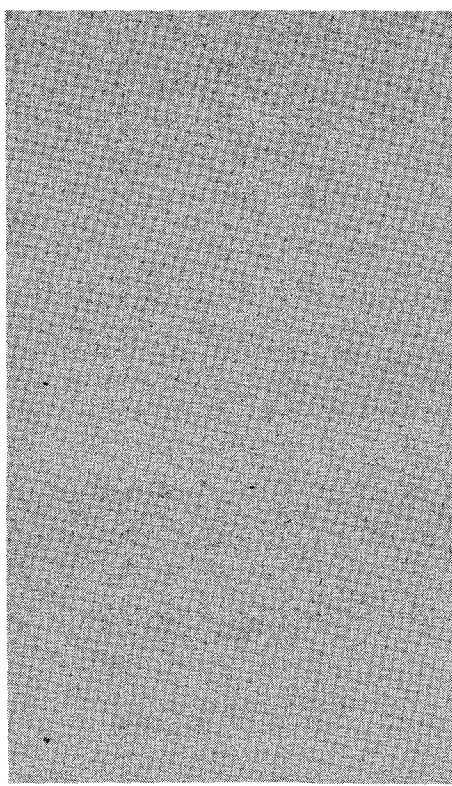
4.00 p.m. - M. Nemni; Room 204; "La Bilinguisme, à quoi ça sert?"

Sherry Party, JCR, 4.30 - 5.30.

Dinner.

7.30 p.m. - J. Starobin; SCR; "Canadian Nationalism - An American Viewpoint".

8.30 p.m. - A. Tucker; SCR; "Nationality and Learning".



on campus

Saturday, March 16
Dance - The Outputs - West Indian Rock Band. ODH; 50c/: 8:30; licenced.

Wednesday, March 14
"Ah ça ira". (Hongrie 1969, Miklos Jancso.) 4:15, Room 204. Film for Humanities 373. Free.

Saturday, March 17
Valdy - Cafe de la Terrasse, 8:30 - 50 cents. Since our last folk concert was a sell-out, we shall again remove all

of the tables and chairs - so be prepared to sit on the carpet.

Wednesday, March 21
"Point of Order". Film for Humanities 373. (USA, Emile de Antonio.

Wednesday and Thursday, March 21 and 22
"Le voyage de M. Perrichon" de Labiche. Pipe Room - 20 heures - 50 cents - A French 225 Production.

Friday and Saturday, March 23 and 24

"James Joyce Weekend". This year's Joyce Festival promises to be bigger and better than ever. Complete with two feature films ("Odd Man Out" and "The Informer"), a great Irish band and a short adaptation for the stage of a scene from "A Portrait of the Artist", this year's Fourth Annual Festival should be the social highlight of the Glendon year. Admission to everything is FREE

Friends of Glendon

This year students will once again be asked to approve an additional levy in a referendum. This year it will be for three dollars each to support the Friends of Glendon, an organization composed of both faculty and students which proposes to award entrance scholarships to students entering into 1st year. These scholarships will be awarded to all who qualify academically, with the amount of the award being determined by the student's need.

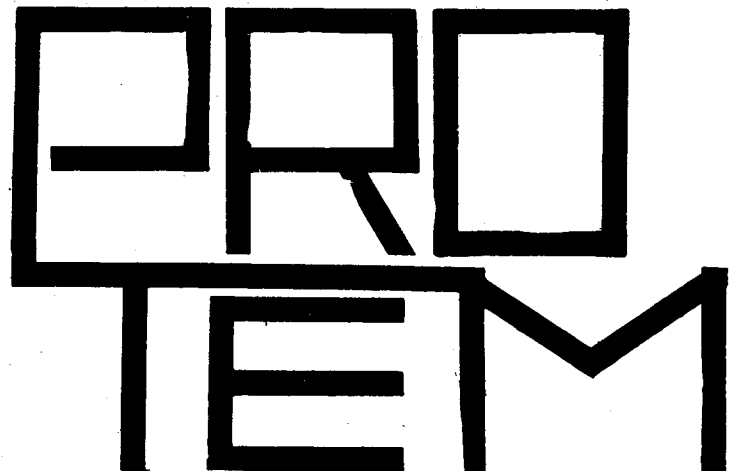
The proposed levy would enable the Friends to double their present budget and thereby provide at least twice the number of scholarships now available. In addition to

providing this assistance, the other aspect of these scholarships would be to make the name of Glendon College better known in high schools and hopefully add some impetus to our recruiting drives.

Support for this levy will provide students, at a very small cost to them, a unique opportunity to assist other students who may not be as fortunate as themselves, as well as benefiting the overall good of the college. I therefore ask in the name of The Friends of Glendon that all students support this referendum.

LORNE PRINCE

VOLUME 12, NUMBER 18



TORONTO, MARCH 14, 1973

Vote today for a pretty face

Faculty council

Jay Bell

It's one thirty a.m. Sunday morning as I attempt to write this little piece of propaganda; geared towards getting you to vote for me. I really can be quite good at platitudes which sound fantastic but don't mean a thing. Generally that's what to expect during elections. It's a sad fact but too many people don't know, and in a lot of cases don't even care about what's coming off. That explains a lot of it. I could go on to try analyzing the "why" behind it all, but there isn't much point since the people I'd like to reach probably aren't even reading this.

What about you people, though, the ones who care enough to read all this? You've got something like 18 votes to give away and I suppose you'd like me to give you one good reason to vote for Jay Bell. I can do that depending on the kind of person you want to represent your interests on the faculty council. My left wing friends think I'm too conservative. My left wing opponents claim I'm a political opportunist. Yet others consider me too radical. When it comes down to it, I have certain basic principles that I won't sacrifice for the sake of popularity. When a decision must be made, I believe in looking at both sides. I'm a politician and I admit it with no qualms. I enjoy politics. My basic political orientation is toward reason, co-operation and consensus, not confrontation and ideology. That's the kind of person I am.

I've done my best in council and on committee to try to deal with some of the restrictions which cripple rather than encourage the educational experience. Often it's like knocking your head against a brick wall. This is why I want a greater student voice in the decision-making process. The approach I support is the "shrink model" now being discussed by the council. This proposition will increase student participation from 15 to 40 per cent of the council. I would hope that this could be amended to give parity. On the subject of French, at the risk of perhaps some unilingual support, I must say that the bilingual emphasis must be protected and encouraged. That's how I feel; if you agree remember to vote, I'll appreciate it.

Peter Bennett

Even after a year of hearing the aims and objectives of this college (ie. bilingualism, experimental, Canadianism) scoffed at, criticized and mocked, my faith in this college remains unflinching. My prime purpose in seeking a position on faculty council, therefore, is to fight for the continuance (or the establishment?) of these objectives. The Committee on Post-Secondary Education has recommended that bilingual colleges be encouraged, and there is no reason to believe that this can't be the case. Otherwise,

Glendon becomes just another small liberal arts college even more desperate for applicants.

I have one other reason for wanting to be on faculty council. I would like to put an end to the kind of communications and decision-making gap which exists in many departments, most notably the French department.

In terms of college government, I am opposed to the dual plenum model because its grass roots democracy will evolve into chaos as soon as the more aggressive members of the student body take control. The veto power of each council over the other will probably stagnate the progress of the college and the rapport between staff and student. I favour the "shrink model". If adopted, I would oppose the principle of block-voting.

Stephen Godfrey

As far as knowledge and experience goes, until about a week ago I knew no more about the issues like block-voting and parity than any other ignorant student at Glendon, of which there are many. The Glendon student body has a frustrating reputation for being pretty apathetic concerning college politics, and the average vote turnout for student elections is something pitiful like 15 per cent. So for the other 85 per cent, the two main issues in faculty council should be clarified.

Early in the academic year, block-voting became the big concern. A proposal was made by Helen Sinclair that on certain important issues, if two-thirds of the students on faculty council agreed to vote one way, the rest of the students must either join the vote or abstain. A student referendum was held in October, but, true to form, something less than fifteen per cent of the student body voted, and gave their approval. However, block-voting has, according to those involved, split the twenty students more than it has unified them. The students have two conflicting views among themselves, and the inevitable abstentions are almost as harmful to block-voting as outright opposition. I think block-voting has been proved, unfortunately, a failed idea that should be abandoned.

On the other issue of the year, student parity, I am for the "shrink model" idea, which is a kind of compromise. The two main viewpoints are that either student representation on the council as a whole should be increased from 15 to 40 per cent, or that there should be two dual plena; two equal bodies that meet and discuss ideas separately. I think the first viewpoint is not ambitious enough, because partial parity is really no parity at all. And the alternative can only end in deadlock, with two separate entities that rarely have a chance for debate. I think parity is possible without (and only without) the dual plenum idea. There are also other considerations, such as the status of part-time teachers

on council, etc.

The only involvement I have had similar to the faculty council was the short-lived English students union, a type of committee that I think should be introduced again for each course according to the interests of the students. I have become interested in this kind of discussion, and hope I will have the chance to work in this way.

Jane Guthrie

Let's not pretend that a member of faculty council has a very powerful or important position in the decision-making hierarchy of Glendon College. As long as faculty council does not control the financial decisions, it can have very little effect on the fate of the college. Despite this there is a role that council can play within the college. Glendon still has pretensions to being an experimental institution, and student members of council must do what they can to ensure that these pretensions become something closer to reality.

An experimental college that has compulsory courses must be something of an oddity. General education requirements are a contradiction in terms. These courses should be required to stand or fall on the basis of their content and the quality of teaching provided, rather than being kept within the curriculum by their compulsory nature, and this is one area over which faculty council has control.

I know that there are many students who, like me, would like to see faculty-student relationships in a setting of consultation rather than dictation, and therefore I would like to work to eliminate compulsory gen. ed. courses.

As a member of Glendon's Women's Group, I feel that there must be a more active participation by all sorts of Glendon students of all shades of opinion, and especially by all Glendon women, in order to achieve changes that reflect the ideas of the majority of Glendon students, at least insofar as any meaningful changes can be made. That is why I am running as a candidate for faculty council instead of merely selecting the candidate of my choice and hoping he or she will reflect my views.

Tony Hall

We're in the home stretch now. The final countdown is upon us. A month more of academia and then the crazy lazy long summer. Personally I'm ready for it.

It has been a good year for us at Glendon. I think that next year can be better. There's a lot of exciting things in the air. Topping the list is the possibility that the students will achieve parity with the faculty, if the "dual plenum" model passes through faculty council. I hope that it does.

Next year I will be Glendon's student senator. To perform at an optimum level I feel I should also be on faculty council. This is because Glendon's faculty council is actually a committee of the York Senate. If the "dual plenum"

model passed here it would be necessary to put it through Senate. Obviously a maximum interrelationship between the two bodies would act to our advantage.

I am optimistically anticipating next year. I hope I can be receptive to your ideas and opinions, and instrumental in formulating them into concrete legislation. I look forward to hearing from you soon.

Adrian Hammerstein

This is to announce that Adrian Hammerstein, Class of '75 (plus or minus a year), of Glendon College, will attempt to traverse the oceans of Apathy and Ignorance, on the thirteenth day of March in the year of our Lord nineteen hundred and seventy-three, aboard a fragile platform consisting of the following three planks: Honesty, Integrity, Modesty.

Je serais heureux d'avoir l'honneur de représenter les étudiants de Glendon au Conseil de la Faculté l'année prochaine.

Veillez croire, chers confrères, à l'expression de mes sentiments les plus respectueux et dévoués.

P.S. Liberté! Egalité! Fraternité!

En conclusion, permettez-moi d'exprimer mes plus respectueuses reconnaissances aux confrères suivantes, qui ont bénévolement collaboré à la composition de ce texte: Tom Kemp, Micheline Lallier, Albert Bérubé, Helen Sinclair, Renée Joyal, Catherine LeDain, Jane Curry, Barrie Smith, Anita Lederer, Normande Couturier, Adrian Hammerstein, Margie McDonald.

Ray Horton

I suppose that the issue that one has to discuss, as a result of the report on

that faculty council should take in the future. The alternatives are the "dual plenum" and the "shrink" models. I believe that the dual plenum arrangement would be a divisive, slow, ideed paralytic system. Dividing faculty and students would minimize interaction, co-operation and understanding. The veto power of each plenum could lead to months of indecision as well as hostility.

The form of the student plenum would lead to rule by default, for the apathy level being what it is on this campus, a handful of people, merely by showing up at the general meetings, could gain control without necessarily being representative of the student body. I feel that the system of elected representatives in the "shrink" model would provide members more representative of student opinion, and would provide more continuity of government. Dual plenum has only two merits. First, it would provide student/faculty parity. Second, it has pointed out the ridiculousness of block-voting.

As an alternative the shrink model seems to be satisfactory, at the least as an intermediate step towards parity. It would permit faculty and

students to work together, would eliminate those members of faculty who attend faculty council only when it appears the vote of the day could give students more power, and would insure that concerned, informed students, presumably representative of the student body, would be providing some form of continuity to student demands.

There is another question which should be an issue and it arises out of the recent French department dismissals. The student body was only made aware of this action as a fait accompli, and then only through a leak to PRO TEM. I believe that students should be made aware of such impending decisions in advance, and should be able to make representations on the question to the appropriate body. This is a necessary aspect of the students' ability to determine the quality of education provided at Glendon. Without this type of hearing, open to students, the whole concept of the university's being for students is a mockery.

Adele Hurley

To my knowledge faculty council is still considered to be a lofty governmental body that exists somewhere, some times, "over there" in York Hall.

Most students are busy in their first year acquainting themselves with the students council on campus which they can more readily identify with the one they had when they were back in high school. Socially and perhaps politically this is highly desirable. Academically however, they must look to faculty council. For this reason I feel that it would be beneficial if faculty council would consider it part of its annual task to inform students as to the role that the council takes and the possibilities for participation that are open to students.

It should not be considered a waste of time on the part of council to make use of media such as Radio Glendon, PRO TEM, and perhaps a reserved bulletin board in York Hall, to define the character of the council each year and keep students informed as to what has occurred at recent meetings.

At present I am leary as to the benefits of a dual plenum type structure for the council and am inclined to support those who would cast their vote in favour of parity on a "shrink model".

I would urge that course unions be encouraged at the college and that representatives of course unions attend curriculum committee meetings in faculty council.

Having sat through a year of students council meetings, I would like to suggest that the academic affairs commissioner be asked to be present at all meetings of faculty council and be instructed to report back to students council at its weekly meeting. Interaction of this nature, if done consistently and taken on a serious plane, would be helpful in view of the exchange of information between faculty and students council alike.

Catherine LeDain

I am running for faculty council for the following reasons:

a) I want to ensure that Canadian citizens form the majority of the membership of those committees of faculty council charged with safeguarding the identity of Glendon College.

b) I believe that students should be actively represented on all committees of faculty council, particularly curriculum and academic planning and policy

c) I am willing to work hard and am confident that I can do a good job.

Norm Sandberg

It had been my intention earlier in the year not to run again for faculty council, but after a little more consideration I thought that perhaps I should. I'll try to make my reasons for this decision as brief and clear as possible.

For the last few weeks, as chairperson of caucus I've tried, perhaps unsuccessfully, to provide caucus with a functional and workable framework within which to work. It is my feeling that if the student members of council are to be effective in promoting legislation, they must have at least a semiformal or semi-structured base within which to work. I'd like next year, if given the opportunity to continue providing caucus with this structural framework I feel is a necessity for any truly effective output of ideas.

After examining this year's student caucus I noticed that a great many among the present members will not, due to their graduating, be running again for next year's council. This evokes no distress at all, except for the fact that numerous college committees willingly, or perhaps otherwise, have not, I feel, given acceptable consideration to many of these students' proposed legislation. I speak in particular of proposals concerning Glendon's experimental status. These ideas are most substantive and if passed will contribute greatly to the college's academic character. It is my feeling that some acquaintance with the proposals are necessitated if they are to be effectively carried into next year's council. I'd like to be able in some way to contribute to this legislation.

Basically these are my reasons for running. I'd like to help provide caucus with a semiformal framework, and to aid in promoting present student legislation in next year's college council.

Dianne Travell

Recently, 'Your Morning Smile' quoted a farmer speaking to a pastor who had just returned from a church convention: I read about your meetings and the problems you discussed, mainly how to get people to attend church. At our farmers' conventions we never bother to discuss how to get the cattle into the feed lot, we spend our time discussing the best kind of feed to use.

An analogy to our own situation can be drawn: with

dropping enrolment and a frozen budget, we should be assigning priorities; our main thrust should be in terms of "improving the feed". As a corollary to this, I think we should differentiate between cost-cutting and cost-saving. Cost-cutting, reducing, doing without are in my view negative kinds of approaches. Certainly, to effect a saving in cost, any excess capacity, human or other, should be done away with; but we should be thinking positively in terms of improving on the things that we are presently doing and thinking about the new things we can do and should be doing that will "improve the feed". In this respect, I hope that the proposal for the initiation at Glendon of courses leading to a bachelor of education degree will be given more consideration; greater flexibility in the curriculum through the encouragement of more student-generated courses should be studied

Present members of faculty council are fighting for parity. If the shrink model is accepted, it will allow participation in college government by a greater number of students; it will allow students to assess the workability of dual plenum, and to perhaps formulate an administrative structure for it; they can assess fears that polarization of faculty and students will result from dual plenum, and that it will prove to be too cumbersome and prone to deadlock. It is the only structure that has been proposed, however, that even allows the potential for democratic student representation on faculty council. If the status quo is maintained, parity on faculty council committees will come up for review at the end of next year; at that time, the caucus must be sufficiently organized to fight for an extension of student participation in faculty council and its committees.

Doug Watson

If elected to faculty council I would be in favour of a higher student to faculty ratio. However, while I profess no definitive political leanings I do not agree with some of the more socialist candidates. These people are trying to set up the student-professor relationship as something comparable to the worker-employer relationship. In my opinion this cannot be done. The students and professors have interests which are much more in common than those of a worker and his employer. The idea of having a separate faculty council and student council would defeat the purpose of the organization. This forum is needed as a means to talk over academic problems and this obviously cannot be done if the two factions meet separately.

After this small demonstration of my feelings I shall now make the usual election promises. I will do my best to attend the meetings, to work hard, and I will try especially hard to keep an open mind to any new developments.

Barry Weisleder

Faculty council is now debating the controversial College Government report - both majority and minority versions. The majority report advocates an expansion of the

'token' student representation in decision-making circles here. The minority report inveighs against tokenism and numerical legerdemain, and projects the need for a political struggle to eradicate the deeply-rooted socio-political inequalities (e.g. administration/students, faculty/students) that go with 'status', 'expertise' and 'access to resources' that determine, in reality, how Glendon is run. Mere numerical parity (which the "shrink model" does not even suggest) cannot overcome these inequalities, nor obviate student co-optation into bureaucracy and the tendency towards irresponsibility and elitism. A system of mass plenums, one each for faculty, students, and non-academic workers, would allow for more thorough discussion of issues, tremendously increased participation, and the unfettered development of confidence in self-leadership, especially for the students and workers. Under such a system, the dominion of privileged administrators and conservative faculty would be challenged, as well as their common, pro-capitalist ideological world view - which is why they, and their student admirers, will so strenuously oppose this proposal.

I stand for just such a struggle - one that goes beyond the confines of this campus; one that links up with the struggle of Quebec students against the infamous Bill 89 and for the liberation of the jailed common front leaders; with the Vietnamese revolution until total victory against imperialism. I commit myself to the mobilization of the oppressed majority, not to 'negotiations' with the powerful few in our society, to resolve the problems that face us. Only in this way can we successfully fight the cutbacks in education, and the oppression of women, Québécois workers, and native Canadians that Glendon as an institution is complicit in, and that capitalism so depends upon.

G.O.S.A.

Ray Horton

The duties of a member of COSA require a degree of impartiality that I feel I can provide. I have been elected to COSA for the past two years so I can offer my experience to what would otherwise be an inexperienced group, for none of the other current members are seeking re-election.

The role of COSA has changed considerably, for once it was mainly a disciplinary body, but recently the bulk of the work of the student members has concerned ruling on constitutional disputes arising from the student union constitution. In addition, as a result of the recent referendum, COSA will be responsible for the Radio Glendon constitution.

I believe that COSA serves a very important function in the system of checks and balances at Glendon, and that our political system would be the worse without it. COSA's effectiveness and positive contribution depend on the sort of political neutrality which I believe I can offer.

Paul Pellman

What is COSA:
- JUDICIARY OF OUR STUDENT COUNCIL,
- A COURT OF APPEAL'
Why do I want to run for COSA:
- I feel COSA might have to deal with three important issues in the following year which I would like to see reviewed:
- the choosing of the editor of PRO TEM

- the appointment of the station manager of Radio Glendon

- if dual plenum is to come into effect COSA would have the last say on how students are to elect their executive and committee members for the plenum.

Why do I think I am qualified:

- I am presently a member of faculty council

- I was a member of COSA in the fall of '71

- impartiality is a very important asset for any person running for COSA since it is a judiciary. I feel I have this asset, as I am affiliated with no political clubs or political parties on or off the Glendon campus.

Dianne Travell

Recently at Glendon, there has been much talk, and concessions towards, "democratization of the university". COSA, ruling on questions either constitutional or disciplinary in nature, can contribute substantially to keeping the university as democratic as possible given the current framework, through decisions which, though perhaps not popular or convenient, represent the spirit of the constitution. (An example of this was the invalidation of Gilles de Chantal's election as communications commissioner last year).

I would like to be given the opportunity to maintain the high standards of previous committees on students affairs, both with respect to discipline and constitutional matters.

The Glendon Bookstore

announces A Spring Sale

Drastic cuts on many gifts and books

beginning March 19 for a limited time only

ALSO

We will be buying back used books in April Watch the York Hall bulletin boards for further details beginning next week

Glendonites can study in Quebec

by ANDREW STEVENSON
and TIM ANDERSON

Glendon students have the opportunity to spend the 3rd year of their undergraduate program at a francophone university. Since this program has begun, students from Glendon have studied either in Quebec or France. These students have received full academic recognition from York for their 3rd year on a pass/fail basis. The Glendon Subcommittee on Studies in a Francophone University (SSFU) recommends that candidates have a B average, permission from their departmental chairman, and although it is not necessary to be majoring in French, should have a basic knowledge of French. All subjects taken at the francophone university must of course be taken in French. Of approximately 20 students who have taken advantage of this program over the past 3 years, the majority have in fact not been French majors. Non-francophones pursuing this program are eligible for language credits.

At Laval University there is an English-speaking professor who is willing to offer any academic advice concerning programs at Laval, as well as to help students get settled in Quebec. Laval University itself has excellent athletic, library and cultural facilities.

French majors who decide to study at Laval must be sure that they are placed in the proper program. Even if Glendon does arrange the year the French department at Laval tends to place all non-francophones in the Junior Year Abroad Program. Studying in this program is similar to repeating Grade 11 French. The appropriate program is the Baccalauréat spécialisé en français pour non-francophones (BANF). As indicated by the title, the student is still studying with non-francophones. However, to ensure contact with francophones French majors can also take a limited number of courses offered towards the Licence in the Lettres Françaises faculty for francophones. The professors of these courses take into account the fact that the students' mother tongue is not French. The Licence courses available in a particular year will be indicated on the BANF course list.

It might also be possible for the French majors to take courses in other faculties of the university.

Student Life at Laval - The student information centre at Laval (La Vie Etudiante) has information on obtaining lodging; it also aids the student in applying for scholarships and acts as a liaison between the student and the Canada Student Awards Program.

The tuition fees, at \$550 per year are considerably lower than they are in Ontario. Other educational expenses such as books etc, will be very similar to those at Glendon.

Residence rates are cheap (\$40 per month) and meals are purchased on an individual basis in the university cafeteria. Life in residence has both drawbacks and advantages. The residence buildings are monolithic and the campus itself is quite sterile although attempts are being made to remedy this. On the other hand if one expects a

heavy academic load residence living avoids housework and travelling time. Some Glendon students have found it hard to develop friendships in the residences while others had no problem.

It is relatively easy to find accommodation off-campus with French Canadian families and there are always the notices posted on the bulletin boards at the beginning of the year by people looking for apartment mates.

It is not necessary to have a lot of money to enjoy yourself in Quebec City. There are the art museums and galleries and other museums. The entertainment on campus is inexpensive and centre-town there are free concerts sponsored by Radio-Canada. The discotheques are numerous and exciting and of course there is the Carnival in winter.

French Universities

There are two kinds of education a Glendon student can expect in France. If he attends the schools set up specifically for foreign students (often within the larger French university) he will receive a mediocre education aimed at younger American college students in France on a year's exchange program. The level of those classes are likely to be low and the range of subjects taught limited. The Glendon student at these 'American' language schools will find himself surrounded in an imported North American milieu. If, on the other hand the student can get into the regular French university, he will be within the French milieu (which means speaking French even after 'classes'). He will have the full range of subjects that the French students have. It seems however that most French universities require a Canadian B.A. before accepting Anglophone Canadian students to their undergraduate programs which unfortunately leaves open only those programs oriented to the American college student.

It is possible at the Université de Grenoble at least to register in one of the higher level classes of the American school (affiliated with the Université de Grenoble) and at the same time take extra lectures with the French students

This enables one to break out of the circle of foreign students and meet more of the French students.

Accommodation on campus is difficult to get although with continued persistence the red tape will reluctantly be removed. Otherwise shared accommodation with regular French students is advisable. Residence fees, if one is accepted, are about 75 cents a night for a single room and all residence privileges. Meals are subsidized by the French government and cost about 50 cents for a full course meal, lunch and dinner. (Wine can

be bought in the student cafeteria for 15 cents a half litre). Tuition fees are \$250 for the full year.

The school year in France begins Oct. 16 and ends June 19. There are two sets of exams for the foreign student, one half way through February and one beginning in June.

In my opinion the best French universities for the foreign student are not the more well known ones which resemble tourist towns. Smaller French universities away from the Côte d'Azur and Paris are probably the best for Glendon students seriously interested

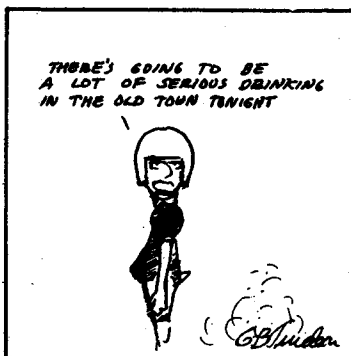
in learning French.

Out of the classrooms (for surely not all of a year in France can be spent studying) an effective method for meeting the French and learning the language, as well as seeing France, is to spend weekends hitch-hiking.

Although spending a year in a francophone university breaks up the continuous background of academic studies at Glendon, and thus means readjusting in the fall or over 4th year, the experience of living in France or Quebec is an education equally valuable and worth any extra work.

Axemen: Second again

4th crowned



by BROCK PHILLIPS

The A-house Axemen kept their six year record intact when they lost graciously to the 4th year-faculty-alumni Veterans in the GHL finals. The Axemen, who have not won a major intramural championship in six years, were ahead of 4th year two goals to one after the first game of the two game, total goals series. But fearing victory itself, fearing the responsibility of success, the Axemen cut their two biggest stars and as a result lost the second game 7 to 0 and the series 8 to 2.

The first game on Wednesday was a come-from-behind win for the Axemen. Losing one to nothing early in the second period, the result of a Brian Marshall goal, the Axemen never said die and quickly fought back with a goal by Paul 'Mr. G.' Picard. It was another of Mr. G.'s patented underwhelming shots that have fooled numerous goalies this year and made him one of the season's top goal scorers. The second Axemen goal was provided by Pierre Leblanc who blasted a shot from the blueline past a startled Veteran goalie, Ron Maltin.

The second game started out like the first, although the Axemen were missing Keith Caddy who was involved in other employment and John Frankie who was mysteriously led astray by a member of the 4th year-faculty-alumni Veterans. The Veterans meanwhile had been reinforced by Gentle Glen Jones and former Jack's B.A. Station type star Ian McKaskill. Brent Stacey was also outfitted in a reasonable facsimile for a uniform, as was Glendon's favourite cop Bob Brown. "With the law on your side, how can you lose", Veteran star Archie Love said in a postgame interview.

The first one and a half periods were close. But then the Axemen decided to snatch defeat from the jaws of victory and Axemen goalie Charles Laforet, also known as Charlie Laforet, (Charles to his mother, Charlie to his friends, Charlie to you) was bombarded.

Geoff Love opened the scoring and failed to close the scoring. His goal was followed by a goal from Ian McCaskill, whose goal was followed by a goal from Archie Love, whose goal was followed by a goal from Archie Bunker. Brent Stacey scored the next goal which was followed by an assist. The next goal came from the direction of Ian McCaskill and Bob Brown rounded out the scoring.

In a postgame news conference Dave Warren predicted that the Axemen would be back in the thick of things next year. "They have a young club" explained Warren, "and were nervous when they reached the big one, but next year they will be a year older and will easily capture the Stanley Saucer. They shall return".

"One must remember when you discuss A-house", said Charles Laforet in a postgame interview, "the nice guys always finish second."

'Our Town' a success with flaws

written by T. Wilder and produced by a section of the 253 English course.

The first to appear was the stage manager (Ted Paget) who sat through his monologue, the seemingly bare stage with visions of hitching posts and corner drugstores. The hour barely dawn, the town still slept, but was soon to awake to provide the audience with a musical history of their town, Growers Corners.

And so with the stage manager's introduction in mind, I spent the rest of the evening in even the most remote physical and emotional corners of their town.

For breakfast I was in the kitchen of the Gibb's (played by John Frankie and Eleanor Bates) and their children (Martin Gorman and Marie Suzuki). At the noon hour I was passing the hour with the milkman (Charlie Laforet), the constable (Cameron McKay)

and several others. And in the evening under a stary sky I rested with the Webbs (played by Peter Russell and Amy Hart) with Christine Dinize and Dianne Woods as their children.

Through the accomplished acting of these students I was lured into the seemingly simplistic life of a small town, only to be brought to the harsh realities of a true ending death, death with a moral. A moral which to some of the audience came with ease while to others so quiet was its true essence that it seemed scarcely to be noticed.

Though the performance was a success it should be noted that there were flaws that were quite visible. Not enough emphasis seemed to be played on each scene and each detail. The play was performed too much as an overall picture, rather than an expression of the intricacy of a seemingly simple structure.

Nor was there the emphasis necessary, in the last act, to allow the audience to feel the true emotional and physical realities of death.

But though the flaws were there, one should realize that in selecting 'Our Town' the participants were choosing a difficult task. The written play contains tones of good taste, but tends to lack the spirit necessary to captivate an audience. Therefore it is the job of the actor to pull all the resources from the play, and then add his own in order to create a play that instills within its audience a second thought. Therefore, considering the play was produced by inexperienced actors I commend the various participants, among them most noticeably John Frankie, Eleanor Bates and Peter Russell, for a fine performance. To put it more simply, the end result was entertainment, enjoyable from beginning to end.

by VICTORIA POWERS

At the start I was somewhat apprehensive; upon my arrival at the Old Dining Hall Theatre my attention was immediately directed to the varying exits by the ushers. The episode resulted in a few awkward moments of hesitation as I tottered on my seat contemplating what else I could be doing. But there was no time to escape. The lights faded and in an array of bright lights began 'Our Town',