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J. R. Allen, Chairman of the Food Service Committee, announced last Wednesday that there will be no restrictions on beverages and food taken by resident students.

Allen announced the new policy before representatives from four of the five York campus colleges. He said that the new proposal was the result of a 30-35% miss-meal factor among resident students. The food is bought in bulk and this appears to be the only way to see that each resident has the chance to eat his \$435 yearly allotment.

The new policy, Allen explained, will be partially inoperative on steak nights and on brunch on Sundays. At these times the resident will be permitted only one steak. He may

however return for anything else that he wishes. The resident will be permitted only one meal at a time taking as many single meals as he desires, at any one sitting.

Allen said that some measure of control has to be enacted to prevent resident students from lending their meal cards to day students. Only by forcing residents to produce their ATL cards in accompaniment with their meal cards will this practice be averted. College reps were in complete accord with the idea. It is not expected that the resolution will be adopted until the ATL cards are distributed some time later this month or early next month.

E. James, local food service man on campus, said that unless some preventative measure is taken against the lending of cards, food prices will surely rise next year.

In other business discussed at the meeting, James said that a man would be permanently stationed on campus to service vending machines. New mechanisms are on order to handle new coins and should be in shortly.

the rock pile

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Sarge speaks

Vietnam a military test ground

by Sgt. Gregory Young

Vietnam today is probably the world's largest military proving grounds for both the Western and Communist armed services. This undeclared war has provided both sides, but predominately the U.S., with the opportunity of being able to test and evaluate the efficiency of their military forces.

Once again let us avoid the quagmire of the "moral right" debate in order to take a look at the hard fact of the issue. If anything the Vietnam war was a fortunate slap in the face for the U.S. military which for all intents and purposes was still basically a World War II type organization. They had stopped the Communists in Korea with the old standard tactics and outside of the introduction of jet aircraft there were very few new developments in warfare. This was soon to change in Vietnam where the French defeat at Dien Bien Phu foreshadowed the arrival of a new type of warfare.

The country was jungle infested and the enemy made excellent use of it by employing the "hit and run" tactics of ambush, raid, terror, sabotage and strict avoidance of open "set piece" battles. (This they had learned from the fate of their Korean comrades.) As US involvement gradually shifted from passive advisor role to their present active combat role, one thing became very evident to the Chiefs of Staff, they must adapt to a new kind of war. The result is that Vietnam has become to the US military what Detroit is to Ford—a gigantic test center. No longer is military equipment issued to the armed services solely on the completion of successful testing in the US. Now all equipment proposed for adoption is first sent to Vietnam in limited proto-type quantities where it is subjected to operation under actual combat conditions (e.g. recent arrival of new F-111 variable wing aircraft in Vietnam for service trials.) Once in Vietnam the equipment's operational efficiency is evaluated on its performance against an actual enemy and if it proves

successful adoption and mass production of the test model is confirmed. In this way equipment is combat artificial before it is mass produced or distributed for use. The Communists (Russia) also benefit from this situation by supplying the North Vietnamese with Russian weaponry and equipment.

The US "testing ground" in Vietnam has also emphasized that the US adopt specialized equipment and tactics. Special equipment was needed to deal with the demands of new terrain and conditions. The result is exemplified by the development of the eight .223 calibre M-16 rifle and the portable M-72 disposable rocket launcher for warfare that necessitates light but effective weaponry. Also, the creation of air transportable units such as the 1st Air Cavalry Division reveals that the US military has realized its forces must be rightly mobile in order to deal with its elusive enemy. Furthermore, highly trained units such as the Special Forces "Green Berets" have proven quite effective in counter insurgency operations. This specialization is very evident in the conduct of the air war where the US Air Force has placed emphasis on "specialized duty aircraft" such as the A-6 Grumman Intruder designed for foul weather and night attacks. The specialized character of the Vietnam war can finally be exemplified by the new army tracking device designed to detect odors from a human body — preferably the enemy's.

So for the US military forces Vietnam is a type of bloody tooth fairy — place your problems under her pillow and wake up with a solution. The results of this "test centre war" can be listed very briefly: development and advancement of weaponry, aircraft, tactics, equipment, etc.; great progress in the field of combat medical care, such as the new army aerosol compound called "Spray-On-Skin" designed for the immediate closing of wounds; the US has gained a military advantage over its Russian counterpart in that it has armed services which are combat experienced.

Faculty advisor program full of it

by Linda Bohnen

When freshman Sheila Z. went to see her faculty adviser in September she had a rough idea what courses she wanted to take and had tentatively pencilled in her study list. It was a good thing. Her adviser stumbled in 40 minutes late, recopied her study list in ink, and exclaimed, "Oh, good! We've done this in record time!"

When Frank L., now in third year, first saw his adviser as a freshman, "I had just come from an all-night party and was wearing a rumpled suit. He came in and said, 'Don't we look nice this morning.' After that, he just signed my forms. No, he wasn't much good: I wanted to be in English and he was in political science. And he couldn't speak English."

The horror stories of faculty advisers go on forever and verge towards the incredible. One befuddled freshman was enrolled in non-existent Soc. Sci. 179 and in two nearly identical Humanities courses until a kindly upperclassman straightened him out.

Advisers don't have a clue

As Larry Englander, academic commissioner for YSC, says, "It's pretty obvious the faculty advisers don't know what they're talking about."

But do they even know what they're supposed to talk about?

According to an information booklet distributed to faculty advisers by the Office of Student Programmes, they're supposed to assist students "in that first critical year of transition from high school to university, interpreting the curriculum to them, guiding them in their selection of courses and providing an opportunity for the student to develop some degree of personal relationship with a member of the Faculty."

For further orientation, the

booklet contains an outline of assistance available to the student, such as psychological services and student employment; a model study list; registration instructions; and a curriculum of courses open to freshmen. And then, it's good luck, guys.

The program of faculty advisers has gone steadily downhill from its beginnings when the adviser was supposed to direct the freshman in extra readings and research. That was abandoned when it was decided most freshmen couldn't handle the extra load, (no wonder).

Now there are faculty advisers for freshmen and departmental advisers for upperclassmen. Every faculty member in the Faculty of Arts and Science is supposed to participate.

Even if the advisers were better prepared for their role there would still be another question: Do they care?

According to Harvey Simmons, assistant professor of political science, they don't.

Simmons — who doesn't know how many students he's supposed to advise — said, "I just never considered it as particularly important. Professors don't think about it much, not unless somebody raises it."

"I certainly wouldn't want to give any advice to a student. I'm not equipped — psychological services could do a better job."

Suppose he screws you up?

"I suppose if it were structured differently . . . but there's not much you can do."

Even if you don't care to establish a personal relationship with a professor there's another question:

If a student makes a decision based on incorrect information or bad advice from his adviser that somehow jeopardizes his standing at the university, who's responsible?

Student Programmes said it's never heard of such a case and suggested the student might petition if it ever occurred. But H. T. Wilson in the Faculty of Administrative Studies and secretary of the York Faculty Association, a voluntary union of faculty members, says it's happened and that he will raise the matter at the association's next meeting.

The remedies to the faculty adviser program seem clear. Only interested faculty members should be named advisers and they might be paid to ensure they do a reasonable job. They should be assigned only a small number of students and freshmen should be assigned to advisers working in fields they might conceivably major in.

See student advisers first

Another suggestion is one Englander has put forth — have student advisers to talk to freshmen before they see their faculty adviser.

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