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THE ROAR OF THE CROWD

by Arnold Mosher
Question: What do you think of the election of Logan and Logan?



Kathy MacKinnon, second year Geology.

I like the way they ran their campaign because it was really original.



Ron Miles, second year History.

It will get the student council moving in a new direction.



Robert Richardson, first year Commerce.

They got my vote, if they go along with the platform they had in the campaign. But I hope they do some good for the university.



Donna Witter, fourth year Biology.

Hopefully, they'll be able to accept the responsibilities.



Jeanine Samuelson, Education.

If their approach to the campaign wasn't that serious, I wonder how serious their approach to their term will be.



John Logan, third year Psychology.

It's what I always wanted, someone who must be distantly related to me in power.

Visual art charged with portraying sexual stereotypes

Visual art used in the record industry is one of the worst perpetrators of sexual stereotypes, according to Marion Barling, curator of the Vancouver based 'Women in Focus' art gallery, currently on a Canadian tour.

Displaying album covers from such groups as Montrose, the Tramps, Wild Cherry, and others, Barling pointed out how each of pointed out how each of them portray women as nymphomaniacs or objects in male sexual fantasies.

Photography, particularly in the fashion industry, and films, are also guilty of reinforcing these stereotypes, said Barling.

Barling said it is primarily men who determine what is seen in publications, visual displays and art.

"The business world is where the decisions are made about what we will see as visual displays in books, record covers and art in general," Barling said, "and the business world is still overly

dominated by men."

Barling also said, however, that this is somewhat of an over-generalization of the reason visual art forms are dominated by sexual stereotypes.

The process begins, she said, when children are very young.

"From birth, our children are shown a world where women are primarily passive, and less important than the male in the family hierarchy."

The next step is the formation of ideas and images as children. "This is where the girls start fading out," she said, "since they are bewildered by the repression of their ideas and aims."

Girls are given a much more strict code of what they can and can not do. In society's eyes, she said, a nice little girl is a passive helper for her mother and male friends.

Barling showed how dictionaries and primary school readers, perpetuate sexual stereotypes. Dictionary definitions, particularly the definitions of girl, boy, man and woman, are

blatantly sexist, "yet students are led to believe such definitions are 'objective and written someplace in stone.'"

The primary school reader is made up mostly of pictures which show little boys engaged in masculine activities, while little girls remain passive, or at best assist the boys, said Barling.

"While girls are encouraged to learn cooking and other domestic skills, boys learn sciences, academic, and technical skills."

These skills learned by the boys are those necessary to place them in the position in business where they will decide what visuals people will see in books, publications, etc.

"The process is circular and feeds upon itself," Barling said, "and until we break out of it, women will continue to be portrayed in such a dehumanizing role. And the dehumanizing portrayal will continue to be accepted as reality."