

# YORK UNIVERSITY BOOKSTORES

## INFORMATION

### TIPS ON TEXTS

1. Don't buy your books until you are sure of what your professor is requiring or recommending.
2. Save your receipts and don't write anything in your books until you're certain that you will be using the book.
3. When a text is very expensive, try to share a copy with a friend or two.
4. Buy used books when you can, you'll save 25 percent or more.
5. Buy your books as you need them, not in one lump purchase — remember, in order to get an exchange or refund books have to be returned the week of October 4th or, after that date within 10 days of the date on the receipt.
6. Make your purchases at "off" times: late afternoon, between 5 and 6 p.m. or on Saturdays.
7. Use a charge account for up to 60 days of free credit. i.e. If you purchase \$50.00 worth of books on October 1st, you will receive your bill November 1st and have until December 1st to pay before the service charge is levied.
8. If the price of a text seems quite out of the ordinary, make sure that your professor is aware of the price you are being asked to pay before actually buying the book. Many times faculty members and the bookstore do not have advance price information from the publisher. When a book's price becomes known and if the instructor feels the price is 'inappropriate' he/she may cancel the requirement for that title.
9. Check the bookstore swap board and other bulletin boards for used books offered for sale by other students.



## Poor attendance bogs down orientation week

By HARRY STINSON

1971's Orientation Week ground to its halt amid a melange of poor attendance, widely varying degrees of enthusiasm, conflicting assessments, confrontation, and the inevitable confusion.

First year students and organizers alike expressed disappointment at the small numbers that bothered to attend, although those who did, enjoyed themselves.

Factors included pre-registration by all but first-year students, long-running summer jobs, late loans, and poor weather. Most important perhaps was the unwillingness of already-cowed undergraduates to struggle out to York's splendid isolation except for the crucial essentials of advising and registration. Indeed, attendance did pick up in the latter days which prompted a McLaughlin College spokesman, Grant Corbett, to urge a reordering of the week with registration at the beginning, and advising during the preceding week.

In the colleges, the activities emphasized concerts, workshops, parties, and movies. Vanier said their program offered a co-ordinated theme of speakers, movies and workshops with the intent of waking up students and making them more socially conscious as they begin their sojourn.

Sources at some colleges voiced agreement that it was futile to try and make it a week of fun and frolic, and urged instead a more concentrated, new format, and better timing within the context of registration week.

Monetarily speaking, budgets ranged anywhere from \$1600 to \$4,000 per college. On the basis of those that consented to a breakdown, food and music ranked as the major items, with workshops, movies, speakers, T-shirts, and that old, accountant's reliable, miscellaneous, gobbling up the rest.

As to whether it was worth it, organizer reaction varied from an enthusiastic (but financially secretive) endorsement from McLaughlin and the guarded optimism of Vanier, to the similarly

qualified disappointment at Founders and outright dismay at Calumet.

Among the first year students there was near-unanimity that the week was confusing, and the advice given was of inconsistent quality. The organizers, they said, seemed rather disorganized themselves. Many claimed to have met most people standing in line outside the Tait-MacKenzie corral at registration.

The subject of registration brought spirited reactions with outpourings of frustration, tension, and confusion. Unprepared undergraduates resented the uncertainty and inequity of a registration procedure reminiscent of the floor of the New York Stock Exchange on a busy day.

"I feel sorry for the poor kids that are getting the runaround," said a secretary in the registrar's office, from where —

— it was "easy to understand from an overview."

The game continued at the student loans desk in the Steacie Science Library. There, officials conceded they could only tell unfortunate students to wait for late loans. On rare occasions victims sent over to the accounting department for consideration, but inquiries are only made concerning exceptionally late loans. They were at a loss to explain the discrepancy between the main campus' all-or-nothing attitude and the more humane Glendon policy of accepting a first installment based on means, until a student loan is received.

But the extent of the problem becomes evident when one considers that the desk has been busy since Aug. 30, and the pressure will only taper off in October, with appeals continuing beyond that.

Weary administrators standing amidst the tables and trash in Tait-MacKenzie on Friday afternoon may have breathed a sigh of relief that it was over for another year, but for many students the academic and social consequences wrought by the insanity of York University's 'Orientation' Week may take quite some time to wear off.

## Rumors of Saywells June resignation almost true

By VIVIANE SPIEGALMAN

Rumors that John Saywell, dean of arts, will resign next June are untrue. . . almost. Saywell's second five year term as dean ends in June 1973. But "if a suitable candidate is found" by an as yet unformed search committee within the next year, he will step aside and work with the dean-elect. Saywell will not seek reappointment but will most likely remain at York as a member of the faculty.

Osgoode's dean, Gerald LeDain "doesn't want to be considered for renewal" of his post when his four year term expires in June 1972. "I'd prefer the freedom to write and to be an independent academic," says Le Dain.

LeDain is a tall, serious man whose face brightens when the conversation turns to an obviously favourite topic, Osgoode Hall. Osgoode, its move from downtown Toronto and the development of its liberal curriculum, "reflect what I believe about intellectual independence."

When Osgoode moved to York campus and away from the law courts, there was some feeling that the move was unwise. In practice, this has not proved so, claims Le Dain.

"The fact that Osgoode was formerly close to the courts, made it an exceptional case. Most Canadian law schools are located on university

campuses and are quite a distance from downtown courts.

"This has not prevented law schools from doing a good job," points out Le Dain. Something was lost (by the move) but a great deal was gained — better facilities more library space and access to an academic, intellectual atmosphere. "I feel a law school belongs in a university."

Osgoode's liberal curriculum developed a couple of years before the move and Le Dain felt that its presence in a university reinforces its intellectual outlook. Osgoode's approach to legal education involves the preparation of lawyers who will take the initiative in law reform; and the developing of a critical perspective to the law "rather than passive acceptance."

Le Dain believes the student has to be intellectually stimulated. "Most of our students have at least one degree, some two, and Osgoode's program offers a challenge and the opportunity to engage in individual pursuits. He points out the student-initiated and student-run CLASP project as an example. (CLASP is a clinical legal aid program which gives the student a chance to get involved in the community). Le Dain's successor will be elected from Osgoode Hall, four appointed by President Slater and one (a lawyer) nominated by the law society.