

Rill gets new contract; more whining and dining

Gary Cohen

Whining and dining has become a York tradition which seems to have found renewed sustenance in the signing of a new five-year pact between Rill food services and York University.

Norman Crandles, head of York's Food and Beverage Services, who unlike some members of the student body is bristling with enthusiasm over the new contract, describes the new deal as mutually beneficial for both Rill Foods and York University.

Details of the five-year contract include:

- a standard 30-day termination clause which can be exercised by either party
- an agreement that Rill Food Services will buy and supply dishes, flatware and smallware

for York facilities

- a restriction in price hikes within the limits of the current rate of inflation
- university retention of supervisory powers concerning pricing, approval of dishes, etc.
- a clause which will turn 7% of Rill's gross over to the university—a figure which will gradually rise to 10% over the five years

According to information from Crandles the university lost, or more properly had stolen, \$84,000 in dishware last year or approximately a staggering 90% of its inventory. Terms of the new agreement state that Rill will absorb these costs retroactively from May 1 of last year and will continue to do so for the five upcoming years of his contract. Crandles anticipates the

cumulative expenditure saving to the university, taking into account inflationary increases, will be in the neighbourhood of \$512,000.

Along with this the university will gain an extra \$166,000 in revenue as dictated by the new 7-10% turnover rate of Rill's gross receipts to York. Crandles sees these two factors as a real and/or projected saving to the university of about \$678,000 over five years.

As a trade-off Rill was given an extended contract which would be sufficiently attractive for him to pick up the added expenses he will have to assume.

Members of the University Food and Beverage Services Committee were in almost total agreement with the package, with the exception of one

dissenter. Reza Alavie, president of the Winters College Council and Complex 1 representative on the UFBSC, says that students are dissatisfied with the food service on campus and that the contract with Rill constitutes a 'big rip-off'.

To back his accusations Alavie points to approximately 300 letters of complaint about food services which have crossed his desk. The letters took exception to both the quality and the price of food on campus.

The fact that Rill's contract covers a five-year span and "what we are getting in return is nothing" has Alavie disturbed. He feels that a tougher bargaining stance could have been taken in return for a five year vote of confidence and that

bids should have been accepted from other caterers before the contract was given to Rill.

He further contends that the administration attitude towards student complaints has been callous; the administration offering a do-better-if-you-can response.

Crandles backs his argument about Rill's quality by noting that Rill's food costs represent 50% of his overhead. The maximum average expenditure by other caterers is between 38 and 40% according to Crandles.

Crandles is not totally unsympathetic to student's position, but he does not feel that they are being ripped-off. "Students are suddenly forced into facing the real world. Buying three meals a day with cold, hard cash can come as quite a shock."

Tutorials continue academic role of the colleges say York professors

Mike Guy

Tutorials, are they here to stay?

In January of this year, the Committee on Academic Policy and Planning, in its general review of the curriculum, decided to make the College tutorials optional. From 1976 until the spring of '81, it was compulsory for students to take their tutorials as one of their first six courses. Prior to 1976 first or second year students had

to take their tutorials as one of their first five courses.

The CAPP made the motion for two reasons "1) to make College tutorials optional, since CAPP believes that it should no longer be a required component of every student's programme; and 2) to provide an alternative administrative framework within which the Colleges may develop closer curricular ties," the Memorandum to the Council of the Faculty of Arts stated.

Tutorials were no longer seen as a necessity for all students seeking a degree. "It is best for students and instructors that tutorials be dealt with as a regular elective. Students, therefore, would have greater flexibility," according to Professor Ted Spence, Associate Dean for the Faculty of Arts.

Some students might want to take a course other than a tutorial in their first year. Since students had to take courses in Humanities, Natural Science, and Social Science, their range of options was rather limited before spring '81.

"Questionnaires indicated that students were satisfied with the quality of the tutorials," said Professor Betty Sabiston, Chairman of the Inter College Curriculum. Her opinion was shared by professors, who felt that college tutorials are an excellent way to educate the first year student. Most courses offered to the freshman follows the lecture hall format with roughly two-hundred students to a classroom. The tutorial brings the student and the professor closer together, making discussions and debates easier.

With the tutorials being optional, this year however, new problems were created. Overcrowding for example is not new to the tutorials, yet it was true that by making the tutorials optional many students would postpone them, therefore, solving the congestion problem. The problem, though, was not remedied; popular courses remained popular.

Another problem was that



since Colleges were assigned on the basis of tutorial selection, how would the Colleges be assigned in the future?

Now that the tutorials were optional would students enroll in fewer numbers? This question was raised by the Faculty of Arts, as well as the rest of the university. Although the students who took a tutorial were pleased with it, one had to wonder whether they would have enrolled in the course if it were optional. No longer were tutorials guaranteed a certain portion of the student body. Now, they would have to compete with other electives. The tutorials would have to prove themselves worthy; the students are going to have to want to take them.

Enrollment this year is up thirty-five percent from last September. So, naturally the enrollment in the tutorials is also up.

The advantage of the tutorials out weigh the disadvantages.

The freshman may be coming from a school where they have sat in class taking notes, having little communication with the instructor or their fellow student. The tutorial helps to improve communication skills, helps students to listen and exchange meaningful ideas. And still there is the odd College which chooses to cut the number of tutorials.

"Tutorials are needed to encourage the continuing academic role of the Colleges," says Woolfson. "How, then, will the Colleges which decrease the amount of tutorials which they provide meet the expected academic requirements?"

Woolfson feels it is one thing to make tutorials optional, but it is quite another to decrease the amount of tutorials. Says Woolfson, "I'd like to teach a course on how to survive the 80's" for that seems to be the only way to meet the academic requirements."



Sam Ion in her York appearance last week. Say it again, Sam.

Eye on women

Leora Aisenberg

"All of us are a success one day and a mess the next." These words of wisdom come from the mouth of none other than the top brass of working women, herself: Sam Ion.

Speaking at York on Wednesday, the Toronto Sun columnist reviewed several female success stories and eschewed the common passion of pessimism. "I'm sick of all the doom and gloom in the newspaper about jobs, ERA and wages," she said. To Ion, the hierarchical ladder of the workplace can and should be climbed.

She would know. The columnist, whose "Advice to the Working Woman" has experienced the traditional hard knocks. Her employment experience includes everything from selling Tupperware to being a standby contestant on local game shows.

Ion's big break in journalism occurred when she approached newspaper editor who rejected her freelance work, but asked her to produce a new concept in sixty seconds. The result — an advice column for women in the work force.

Ion's motto might be something akin to "think, speak and act positively". "There are people who become successful despite all odds," she asserted. Her repertoire of case histories includes:

- Helen, who went from housewife to assistant registrar of a university in seven years.
- Audrey, who put her husband through university before leaving him, became a developer, and now sports a Rolls Royce and a male housekeeper.
- Nancy, a schoolteacher from Woodstock, Ontario who became a successful television producer.
- Linda, a secretary who eventually reached executive status at the Sun.

How does the housewife become typist, or the typist become president? According to Ion, there are a few prerequisites: dreams, enthusiasm, hard work, and a willingness to take risks and accept the consequences.

Ion does not specify the exact route one should take when job hunting. Each woman, after all, must use her own initiative. Nevertheless, she does think positively. "There re jobs out there".

Say it again, Sam.

Economics 200

Feeling like a number

Lou Fuvaro

There is an unusual situation facing many first year students at York which finds over five hundred students segregated into one class. As students walk into their first Economics 200.3 class with Prof. Ridpath many feel very uncomfortable because of the exceedingly large class size. One must take into consideration that many of the first-year students who make up the class were used to being in much smaller classes in high school.

A major problem is the lack of opportunity for any student to have some sort of teacher-student contact, when the need

arises. Furthermore students as trying to adapt to the different style of education in university and, as a result, they experience a feeling of isolation. Although the lecturer is a well-established professor and does an excellent job in accomplishing the near impossible task of speaking loudly enough, it does not help the situation much. Students find it very difficult to concentrate on what the professor is talking about when they are seated at the very back of the lecture hall.

There are a few students who do not mind the fact that they are in the same room with five hundred other people, but

mostly they have the feeling of being crammed into the seats making taking notes most difficult.

In a classroom of this size many students have mentioned that they are very easily distracted by any noise around them, especially if they are seated a distance from Prof. Ridpath.

Many students feel they will suffer from the size of the class. Hopefully the students may become adjusted to this huge class, but there is no alternative in order to give a better learning environment.

Unfortunately, until this is achieved the performance in this course is jeopardized.