

The Dragon Rears Its Ugly Head

by Anita Levine

Picture the most dreadful dragon in fairy-tale history. Got it? Okay. Now imagine the dragon come to life, made of red tape and stinking with the bad breath of bureaucracy. AAGH! IT'S THE MULTI-UNIVERSITY!!

The planners of York sat at the Round Table shuddering at the growing menace of the dragon. In their minds were horrible images of enchanted places like

the University of Toronto--the lonely student, adrift on a wave of solitude, drowning in the sea of anonymity.

And those gallant men swore to do all in their power to keep the students of York safe from the dastardly dragon, so that everyone could live happily ever after.

Those responsible for the plan of York University were afraid of creating the kind of uncontrollable monster that the modern university has become. As early as 1962, they anticipated the Berkley situation which arose in 1964. Out of their foresight came the College System unique to York among Canadian universities.

The College system is the basis of York's whole approach to a university education which seeks to combine the advantages of the large university with the more intimate quality of the small college.

When a college freshman leaves the womb-like protection of the high school corridors and enters the vast university machine, he is bound to feel a sense of alienation. In a gigantic university such as the University of Toronto, there is little to make him feel he belongs, especially



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if his former cronies have gone their separate ways.

But York has seen to it that the new student is not just another ant in the great, buzzing university anthill.

He is not just a York student, but a Vanier student, a Glendon student, a Founders student, or a Winters student.

He has his college which serves as a home base with which he can identify socially and emotionally. His College comes first; the University, second.

Activities at the College level allow the kind of face-to-face interaction among students and faculty that was available in the medieval university.

During the first two undergraduate years, York tries to ensure that each student will receive as much academic instruction as possible within his chosen college.

Thus his interests are allowed to develop within the smaller unit

and the student is not subjected to the loss of individuality that occurs in a large institution, where students and faculty alike become faces in the crowd.

When York University is completed in 1980, there will be 12 colleges of 1000 students, each an autonomous unit within the mother body; each with its own spirit, its own ideals, and its own relationship to the complex that is York.

The College System is currently emerging from its embryonic stage. Glendon, Founders and Vanier are maturing and Winters is now being born.

The success of the College System cannot be measured in actual statistical terms. The experiment appears to be workable. But is that the head of the approaching dragon rearing, off in the distance? What do the students themselves have to say? Pages 6, 7, 8 and 9 contain several varying opinions.

Winters College is the third college on York Campus. The college is named for the Hon. Robert Winters, federal minister of Trade and Commerce. Mr. Winters was Chairman of the Board of Governors of the university during its first five formative years.



While Dr. Rickerd, Master of Winters College, has been evading reporters, Ace Excalibur photographer Clark Hill managed to snap a picture of the good Doctor. He is waiting in his lonely office for volunteers. Winters needs a council, an orientation, and most of all, students. Y'all come.

All This And Captain Kangaroo, Too

by Anita Levine

Part of the promise York holds for students is the assurance of small classes, seminar courses, and personalized instruction. But what is going to happen when the boob tube invades the classroom? Will it destroy the intimate environment that the College System has endeavoured to create?

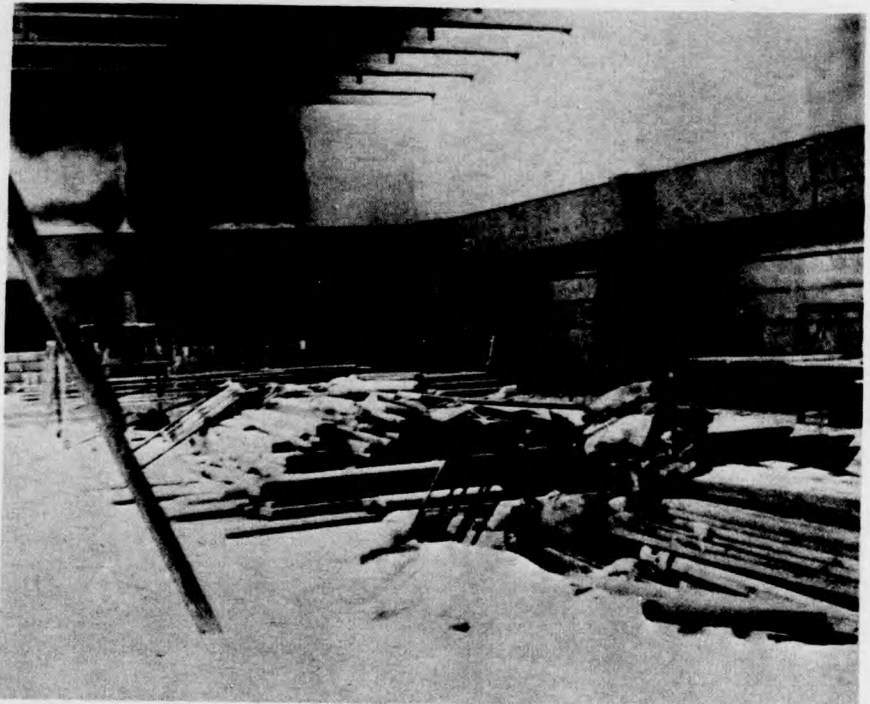
News to newcomers and also to the rest of us is the existence at York Campus of a closed-circuit TV network and completely equipped TV studio in the lecture hall building.

The system was not in use last year, but plans are being made to try it out on the captive student audience starting this fall.

Former Glendonites have already seen the disastrous results of poorly planned use of television. Live lectures going on upstairs were simply transmitted to a downstairs room equipped with monitors (at least one of which was usually on the blink), a supervisor (sometimes), and a bored bunch of students.

When the first thrill of Captain Kangaroo-type classes finally wore off, there was a noticeable

What's With Winters ?



Yes, all you unbelievers, there IS a Winters College. No, nobody knows where it is. But they do know this: Winters will definitely be ready for the fall, despite the summer-long construction strike. Encouraging news isn't it?

decrease in the number of students fighting for seats downstairs.

TV lectures surprised the students. They did not know exactly how to react to the image in the idiot box. So they behaved as if they were not there. Girls brought their knitting, boys kibitzed in corners, and the frequency of comings and goings made the lower lecture hall look like Union Station.

Obviously, the presence of the monitor at Glendon was not a boon to the learning process, but an interruption of it.

Why? One answer could be that university has enough dehumanizing forces without the additional one of TV. Students spoiled on high school spoon feeding and trying to cope with the shock of the mass university--the dozens of buildings, the quantities of courses, the innumerable, unescapable numbers everywhere, on books, on courses, and on themselves--

suffer an increased feeling of alienation when confronted with the icy presence of the mass media.

Oh, what fun, giggle the hapless freshman at first, because they are accustomed to the wasteland of commercial TV which contains little that can be taken seriously. So it is at Glendon, where a lecture on TV is given no more attention than an extended commercial.

TV at York Campus will have to be put to more intelligent and imaginative use to be effective in teaching.

As a teaching aid, television will be invaluable. The chance to catch up on missed lecture via a full set of video tapes is the answer to a student's prayer.

But the TV set is no substitute for a live teacher. Involvement with a flesh and blood person is far more conducive to the learning process of a frightened freshman than a talking apparition in black and white.

Forecast Of Fall Sports

by Frank Trotter

A full range of men's, women's and mixed supervised sports will get underway this fall.

During orientation, watch for club displays and get an idea of the activities from the students themselves. Go to the gymnasium and try some of the things for yourself.

Nearly all sports will be run at the intramural (within each college), intercollege (between colleges) and intercollegiate (between universities) levels.

For men there will be basketball, swimming, squash, cross-country racing, rugby, soccer, football, golf, hockey, rowing, sailing, and (puff) tennis.

For women there will be basketball, volleyball, ice and field hockey, swimming (competitive and synchronized) and (pant) tennis.

Clubs and groups formed for instructions and competitions in the various sports are nearly all co-educational; these include skiing, badminton, archery, curling, judo and karate.

For more information on these and other sporting activities, watch the athletic bulletin boards in each college; Founders on the main floor, just inside the entrance; Vanier in the common room, and Glendon in the main corridor.

Or get in touch with the athletic rep in your college:

Founders:

Fred Halpern - ME5-0694

Ruth Ann Whipp - 221-7727

Vanier:

Terry Hutchinson - 444-7804

Paula Metrick - Vanier Res.

Glendon:

Ian Wightman - 487-6105

Pam Smith - 447-0258