

Immature half-time display runs counter to philosophy of amateur sport

Football in recent years has gone beyond being a mere forum for athletic competition. Today showmanship and glitter are just as important a part of the entertainment package. Evidence of this Hollywoodization of the sport can be found in front of the tube on any Sunday afternoon. Count how many NFL teams don't have a bevy of cheerleading beauties, or market the product in the form of posters and personal appearances. Even in Toronto, the Argo Sunshine girls can always draw a crowd even if the team doesn't.

If this hasn't convinced you about the state of the sport, try and remember seeing a film (for us young enthusiasts) of Jim Brown spiking the ball or doing a disco dance in the endzone. I've heard that in the glory years, scoring a touchdown was part of the job and winning the game was the ultimate goal. And what about defensive linemen after they've sacked the opposing quarterback? Did they always jump up and down drawing attention to themselves for only doing what they're supposed to do?

Now you may think I'm knocking one of this country's favorite forms of entertainment, but I'm not. I would just like to illustrate the state of the game during regulation time and show how it's rubbed off on those who occupy the field



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during the intermission.

I've never attended a football game where someone didn't pick up a football at halftime and start throwing it around on the field. Why is it always a good time to show everyone how well you can catch and throw a ball at halftime of a football game? I would think that the best time to do that would be during training camp.

This brings me to the idiotic spectacle that I, and about 5,000 other sane people, witnessed at last Thursday's York/U of T football game. With 30 minutes of the contest completed, scores of so-called 'elements of higher education' ran on to the field to show how minute particles of alcohol or childish euphoria affected their brain cells. It can only be deduced that since football in the big leagues puts people in the spotlight, these people only felt that they were getting their moment of glory. But I feel compelled to tell them that

this attitude is not in the philosophy of amateur sport and certainly not the attitude of university football.

In Canadian college football there are no stars and no spotlights, only teams. No one player can claim victory for himself and no loss is placed on a single competitor's shoulders. By going on to the field for no other reason than to draw attention to yourself you have not become a star as you had hoped but instead you have marred the fine reputation of university football in Canada.

It is embarrassing to report that if it had not been for the intervention of the police the mob would have torn down the goal posts at the north end of the field. If they had succeeded it would be anyone's guess as to when the game would have been completed. All of this was broadcast on national (TSN) television, no less.

This type of fan support is not the type that universities try to generate. It does, however, fit in rather nicely in countries like England where it is the norm.

The Yeomen play the McMaster Marauders this weekend in York's homecoming game. I ask that these people not embarrass the university in front of our Alumni and I suggest that they stay at home instead. They might be able to recognize the ring in which their showmanship belongs.

Sports Briefs

By LORNE MANLY

FIELD HOCKEY

• In the wake of York University professor Marina Van der Merwe's reinstatement as coach of the

national women's team, two members of the squad have announced their retirement.

Five-year veterans Darlene Stoyka, 28, and Dianne Virjee, 25, have informed the Canadian

Women's Field Hockey Association (CWFHA) they will no longer play for the team.

"I thought I could play another three or five years, possibly my best

years," said Virjee. "I don't want to play for Marina. I don't think she's going to take the team very far and I don't respect the way she treats her players."

Virjee is married to Shiaz Virjee,

manager of the men's national field hockey team, who was the only other applicant (besides Van der Merwe) for the national women's team coaching position. Virjee, however, was deemed unqualified to coach the women's side by the CWFHA selection committee.

Van der Merwe was not overly concerned with the retirements. "I respect them for resigning," Van der Merwe said. "There's nothing worse than having people unhappy (on the team). It was the only right thing to do."

SOCCER

• York Yeowomen's soccer team ended the regular season with a default victory over McMaster University in Hamilton on Tuesday.

The Yeowomen finished in second place with 5-2-1 record and now advance to the OWIAA championships this weekend in St. Catherines.



UNIQUE... ANY WAY YOU SERVE IT.

IMPORTANT NOTICE FOR STUDENTS IN THE FACULTY OF ARTS

The following guidelines are designed to inform students in the Faculty of Arts as to their academic rights and responsibilities following the YUFA strike. These guidelines are adapted from those developed last year at the Faculty level through consultation among the Dean's office, departmental chairs and the Executive Committee of the Faculty of Arts Council; and from those approved by Senate in 1982 and 1984. If you have any questions or problems which arise from these guidelines or their interpretation, please do not hesitate to contact the Office of the Dean of the Faculty of Arts, S930 Ross, 677-2205.

GUIDELINES ON ACADEMIC RIGHTS AND RESPONSIBILITIES OF FACULTY MEMBERS AND STUDENTS AFFECTED BY THE YUFA STRIKE

As a result of past labour disputes at York University, the Senate and the Faculty of Arts have developed guidelines clarifying academic rights and responsibilities in such circumstances. Although the policies passed previously were drafted within the context of specific situations, the fundamental principle which underlies all of them—that of ensuring both fair treatment for students and the integrity of academic programmes—obtains in the present situation as well. The following guidelines and examples, which are meant to be suggestive rather than prescriptive and exhaustive, may be of help in interpreting and applying this principle.

I. Students who miss classes or fail to hand in work because of their refusal to cross picket lines are not subject to administrative penalties for lateness or absence. Since it is assumed that students will not be favoured or discriminated against as a result of their decision to cross or not to cross picket lines, they should feel free to explain to their instructor at the first opportunity their reasons for missing class or failing to hand in work, and should arrive at an understanding with their instructor on the procedures to be followed.

Example 1: If an instructor allots a certain number of marks to class participation, and a student misses class due to refusal to cross the picket line, the absence does not result in a "0" for class participation. Rather, the class participation marks for the year should be redistributed equally over the classes not missed for this reason, and the new arrangement should be confirmed in writing.

Example 2: A paper handed in late because a student did not cross the picket lines will not be penalized for lateness if it is handed in within an extended deadline, which should be made absolutely clear to students (extensions given after a strike of short duration must be at least as long as the strike). Under certain circumstances, it may be appropriate to allow extra time so that students may use library or other resources and/or consult with the instructor before submitting work.

Example 3: If a student misses a test due to refusal to cross the picket line, the instructor is obligated to arrange a make-up test or distribute the course grade over the remaining assignments in the course (as in Example 1 above). Students who wrote the first test should be permitted to write the make-up test in lieu of the first.

II. The protection from administrative academic penalties explained in I. above provides, with few exceptions, only an extension of a deadline; it does not alter the academic requirements in the course, and does not relieve the student of responsibility for mastering course work covered during a strike. An instructor should make a list of such work available to students who did not attend during a strike. Where the work is not made up in formal class sessions, instructors should provide students with class notes or readings.

Example: A test given after the end of a strike contains questions on material covered during the strike. A student who has refused to cross the picket line is not exempted from answering such questions and will be marked in the same way as other students. Instructors should allow students reasonable opportunity to acquaint themselves with work missed, particularly where assignments were made during the strike.

III. The guidelines listed under I. and II. above apply to students who for reasons of

conscience have decided not to cross picket lines. In cases where students, through no fault of their own, were prevented from attending class or from conforming with course requirements, alternative arrangements must be made which recognize the dual principles of fairness to students and the academic integrity of courses. Arrangements made by instructors might include the rescheduling of assignments, the reorganization of course work, or the redistribution of the marks, and should be confirmed in writing.

Example 1: During a strike, students may not have been able to use resources normally available to them and which they otherwise would have used (for example: the library, the Writing Workshop, a laboratory), and this affected their ability to complete essays or prepare for oral reports or tests. It may be appropriate to allow students extra time, or to take the inaccessibility of these resources into consideration when marking, or to redefine the requirements for the course.

Example 2: In a multi-section course, some instructors did not meet their groups during a strike. Students in these sections cannot be held accountable for course work not made available to them. If the instructors determine that a common examination should be held for all sections, material which would discriminate against students whose classes did not meet during a strike may not be included. Instructors may wish to consider preparing different examinations for groups affected in different ways. This principle holds for multi-section courses which use the lecture/tutorial format as well as for those which meet solely in parallel sections.

IV. These guidelines may not cover all cases, and are not intended to limit the steps which faculty members may take in ensuring that their students are treated fairly and equitably; whether or not the guidelines are directly applicable, goodwill, flexibility and common sense will be demanded of faculty members and students in making the best of a difficult situation.

Instructors and students should discuss the procedures applicable to their courses with a view towards finding a solution adequate to particular situations. Where this kind of discussion does not lead to a satisfactory solution, questions, suggestions, and complaints may be directed to one of the following:

- the chairperson of the unit (department or division) concerned;
- the Faculty of Arts Student Caucus, 105 Central Square (667-2515)
- the Office of the Provost, S920 Ross (667-2276)
- the Office of the Dean, S930 Ross (667-2205)
- the Senate Committee on Examinations and Academic Standards, S945 Ross (667-2201).

Any complaints received will be referred in the first instance to the chairperson of the unit concerned. If a student is not satisfied with the decision taken at the unit level, she or he may appeal to the Faculty of Arts Executive Committee (S923 Ross; 667-2438) and, ultimately, to the Senate Committee on Examinations and Academic Standards.