Weekend Forum on Quebec begins tomorrow

It all started in bed—according to David Cole, Chairman of the Central Co-ordinating committee for Quebec. Year 8.

His idea gradually evolved into the workable reality which is to occur at Glendon this weekend—Quebec. Year 8.

During the evolution of the 'big ideas' into 'something workable', everyone was willing to move with the clarification of the chairman, John Hart. Cole and his committee of ten began to meet at the end of last year and continued throughout the summer, construction the basic framework for the seminar weekend. As the ideas grew close to a reality and detail became necessary, the committee increased to 15, with members from all the major groups. Tom West, the presenter, drew up 'innumerable' budgets, moving steadily upwards to $1,000. The last budget moved back down to $500.

The nature of the weekend—informality, absence of representation, and free discussion were geared to a maximum degree of honesty and clarity in the exchange of ideas. 'It is the only way that the conferees can have any meaning', stated Tom West. 'Involvement' is the theme, according to Cole, and he hopes for 'total immersion of the students in Canada's most serious problem.'

MULTILOGUE

The seminar, to John Hart, should 'enhance communication between people of English and French Canadian background on a more personal level than merely through newspapers and other mass media.'

The Quebec forum is an extension of the Glendon Forum, a dialogue and bringing the issue to the student, Glendon Forum chairman A.B. Graham said 'it's a 'multilogue' where many of the possible choices will be brought, hopefully, into perspective.'

He believes that Year 8 can serve Canada by 'clearing the air so that we can get down to the elemental problem because no one has yet stated it'. The success depends on the candid response of the Glendon student among the important participants.

Cole hopes the seminar will reveal more than the specific issue—that of race prejudice and fear of that which is different.

Resolution of the issue in Canada may provide the guidelines for a world 'which hasn't got room for race prejudice.' Hutchison is saying when a disordered world is waiting for our experiment as a clear test of a man's will to 'bring the chasm of blood and race, we hold in our keeping a trust much larger than we know.'

It will have eight seminars, high school students, 34 Quebec university students, 30 seminar leaders, York Montreal and Glendon students, 21 faculty members, and about 80 others.

While the plenary sessions will give information and enlightenment on the French outlook and the Quebec problem, the seminars will provide the opportunity for presentation of all views by those of both similar and diverse background.

SEMINARS SMALL

The make-up of the seminars has been arranged so that each one is a cross-sectional representation of opinion. The average group, with 15 members, will have two high school students, one Quebec University student, one York student, one member, three outside guests, 6 Glendon students, and one representative from a Glendon student union. They will take note on the discussion and report the findings at the last general session on Sunday.

The seminars will take place in every possible location throughout the College—residence common rooms, recreation rooms, an at the common room, the Board room, the Library, and so on.

The seminars will focus on the fundamental issues facing Canada such as:

—What, in practical terms does bilingualism and biculturalism entail for Canada?
—Does French Canada have distinctly different attitudes and goals and if so, what are the consequences of this?
—Is separatism a real alternative for Quebec or is it a bluff used to obtain concessions that it would otherwise not be able to expect?

These questions and many others will be explored in the seminars which will be under the leadership of prominent Glendon and York Faculty members as well as various eminent outsiders.

RYAN HERE, BUT NOT

Claude Ryan, editor of the influential Montreal daily Le Devoir, will be here and not here Sunday evening.

Ryan is a Quebec Year 8 organizer. He would come to Glendon to give the final address of the weekend seminars in Quebec.

But he later found he had to attend the Etats-Generaux meeting at the same time in Montreal. The Etats-Generaux is a private assembly of prominent Quebecers. So the Canadian Broadcasting Corporation which is televising the conference will have to make all arrangements for a closed circuit TV connection between Glendon and Montreal. Seminar participants will see and hear Ryan on screens in both Glendon dining halls. The complete audiovisual hook-up will allow people in the halls to direct questions to Ryan in Montreal.

Weekend townies B of G rector

LONDON, ONT. (CUP)—The students council of the University of Western Ontario has decided to reject indirect participation of the provost.

Peter Larson, president of the students council, announced Nov. 15 that the participation of a non-student on the lay board as proposed in the new University Act is unacceptable.

A board-approved recommendation that the student body be represented by one person who has graduated at least one year prior to taking up his position was made by the province this summer.

This is not to be construed as a fit of anger or sulking," said Larson. "We feel that students can be better represented by writing to the board and presenting issues they arise. We really believe the board is worse than nothing."

"A student doesn't have to pay for parking, eat in the cafeterias or pay residence fees," the student president said. "Unless we know he suffers these things we don't know if he is arguing our point of view. All board meetings are closed."

The rector would be elected by the students but the board would have the right to stipulate the requirements for eligibility, say supporters of the proposal.

Ted Johnston, finance commissioner, compared the situation to the South African policy of apartheid, "It's like the whites representing the blacks," he said.

They could stipulate that all candidates must be persons making at least 30 thousand dollars a year, said Peter Larson. He said the recommendation was tried and the board was satisfied that would be the end of the line as far as student representation on university governing bodies is concerned. They would go no further. If on the other hand it was tried and the board wasn't happy, it could claim a student voice on the board won't work.

By a vote of 18 to 4, the council decided that a non-student rector is not better than nothing.
A purposeful statement

As well as to prepare students for future use and study, this course provides a source of progress and criticism for the whole student body.

Glenwood College is serving this second purpose with the Quebec: Year 8 conference. Men who have served in various capacities will be here to discuss a question particularly divisive to our country with a younger generation.

With every question asked this weekend, Glen- don students will be serving their society. They will be presenting us as organized as those much-touted but rarely thought of CUS creations. Their product is criticism—a healthy criticism that should encourage a self-examination by the rest of the society.

Students are productive members of society now! They don’t have to wait four years. Every class they attend, every essay they write, every forum they organise is productive.

The importance of this productive ability when used is evident. In parts of Quebec it is a cliché (not an exaggeration) that to say, “Quand l’uni- versité bouge, tout bouge.”

Therefore we suggest to Student Council that it take a political stand at its next meeting. It should adopt, not just the compromise decl- aration of the Canadian Student drawn up by the CUS in August (See page 6), but the revision suggested by CUS secretariat member John Cleveland. The revision would include the phrase: ‘The student is a young intellectual worker.’

Student Council should plunge head- long into student syndicalism; too much needs to be discussed and clarified yet. But it would make a statement of our place as student citizens, as intellectual workers—or productive members of society—when it will.

That statement is a foundation for our rights and a purpose for our existence. It must be made.

What has the Student Council done lately to further the ideal of a democratic university?

Nothing.


PRO TEM

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PRO TEM is the student weekly of Glenwood College Year 8 University. Opinion columns are those of the writer. Unsigned comments are the opinions of the newspaper. Different views are those of the student Council or the university administration. PRO TEM is a member of the Canadian University Press.

PROPOSITIONS ANYONE?

Dear Editor,

Professor Tucker’s arti- cle on university government seems to ignore one of its most con- tribution: a thoughtful state- ment it provokes me to a consideration of the question. So I wonder if the answer to his question about the student share in university government ought not to await a reconsideration of the entire system upon undercutting them. Summarily, this assumption that this is the broad aim of a univer- sity. Yet many of us won- der whether this structure shouldn’t turn to what little boxes intended for helping men to know them- selves. It seems to me that pri- or to questions about the gover- nment of the university are questions about the university itself. And prior to the preceding is the govern- ment of the university. Here is the problem of making the university relevant. There- fore I’m sure that Professor Tucker’s searching questions concerning the rules we need to answer these. First, in my life at university am I interested primarily in the in- terests of the students or the students? Second, does my present position as a student induce me to pur- sue that which I discover- ing the person I meet? Third, do I dease as im- portant as every program or any programming of people? In his writing, professor Tucker’s vision and practice to make personal dialogue the tie of the academic community.

What really want of the university is governed by these norms, isn’t it? Would any amount of reorganiza- tion turn the present struc- ture into a means to these ends? Don’t we need a new creation? Has anyone a pro- posit?

C. Kenneth Johnston,
Department of English

A QUEBECKER’S VIEW OF QUEBEC

Dear Sir,

In his Thursday Forum lecture two weeks ago Mr. Fraser Douglas Lepian said that the English Quebecers were being factura- ted and that anything they said about Cooperation would be on these bod- ies by right. Apparen-

CHRIS PINDER

Good day, Sir,

If you think Principal Reid shouldn’t have absolute rule over the university, then you should be able to do the same thing to him. Don’t you think Principal Reid has the right to veto it if it doesn’t meet the standards of the council? Do you think Principal Reid should retain the right to veto, or should it be with- drawn from him?

CHRIS PINDER

I don’t think one man should be able to say no like that. If the rules are passed by a majority of the students, then it should be with- drawn from him.

BARB NOAKES II

If the students agree to a rule, the students can contest it and CASA pass it, then the students should be able to overrule the power of these three bodies. At one time this is with the present set up, I think that there is a committee that has an equal, number of faculty and students as to what they think.

When I was a child...

By RICK SCHULTZ

When I was a child...
The faceless Men at the Top—Part two

By GRAHAM MUIR
and RON KANTER

SCOTT

You don't get to be honorary chairman of the board of Wood Gundy Securities without a dynamic personality, forceful manner and a strong point of view. That was certainly our impression after a lengthy interview with Scott, also the Chairman of York's Board of Governors.

For over an hour and a half, we were entertained, lectured to, cajoled, preached at, and frequently agreed with. Two themes came up frequently. Scott realizes well that he is of a generation far removed from current undergraduates. In a time of rapid change he seeks flexibility rather than fixed positions on specific issues.

COMMUNICATIONS AND CONSULTATION

However, on one matter, Scott was adamant. 'As in any organization, there must be a direct line of authority.' He believes in furthering all possible means of communication and consultation, but, 'once you lose that line of authority, any university will inevitably go downhill.'

Thus according to Scott, York students should have a say in academic as well as parental matters. Although students have the right to take responsibility for their own actions, 'they've got to realize if they don't, someone else will have to.' Scott admitted he was pretty 'hardboiled' on this issue, but he wants to go out and raise money on the basis of the university's reputation.

As far as financing is concerned, the chairman of the board emphasized that it is the provincial government which provides the bulk of York's money. He sees the board acting basically as trustees, insuring that public funds be spent wisely.

REVERSE DIRECTORS' FEE

At this point Scott hastened to point out that the fees that some sitting on the Board were not great—in fact there was a considerable 'reverse directors' fee.' Without the $700,000 million dollars raised in the Founder's Fund campaign, York would never have gotten off the ground at all.

Scott feels that money must continue to be raised from private sources to raise York well above the provincial norm.

Scott is firmly opposed to free tuition. Why shouldn't those who can afford to pay afford to pay? Without the approximately 25 per cent of their revenue currently covered by student fees, York could not exist. He feels the university's financial agreements with the provincial government are already quite strained, and that York's fiscal responsibility and the physical responsibility of the board must be maintained.

INC Reid GOVERNMENT VOICE

Already the university had felt the effects of an increasing government voice on university affairs. The joint board-senate request for a new science building for York was turned down in favour of Waterloo. However, the board did find it necessary to incorporate certain changes in the revised York Act (1965) to enable a school of business administration to be established in the light of senate indifference.

Scott seems fairly pleased with present composition of the board. He is opposed to faculty representation not only on the matter of salary negotiations but since it results in unfair allocation of funds to those departments directly represented on the board.

On the question of student representa-
tion, Scott had no comment, pending re-
commendations of the Board-Senate Com-
mittee on University Government. However, he is currently considering specific pro-
posals for increasing the opportunities for informal communication between students and board members.

FRIENDLY CONSENSUS

Scott strongly advocates retention of the present selection system, whereby the board chooses all its own members. 'Only in this way can every member of the board represent himself.' Besides, Scott sees definite advantages in having a group of people you like to work with on the board; matters can usually be decided by consensus rather than a formal vote. Members do try to ensure that several of their fellows have had a pro-
minent academic background. In addition, Scott would like to seek out more prominent persons 'not of Anglo-Saxon background' for consideration as board members.

While the board may be rather too homo-

geneous at present, Scott warned against un-
derestimating the role of businessmen. They have achieved a certain success in life, an awareness of fiscal responsibility and a considerable voice with the government as large taxpayers. Scott was especially emphatic in pointing out that 'Any time I want an appointment with Roberts or Davis, they've got no choice they've got to see me.'

GREY

According to J.M. Gray, the role of the Board of Governors is diminishing if not disappearing. 'However, we still need pri-

cate money as well as government money for leverage. The minute the government controls all the purse strings, there is bound to be apprehension, no matter how good the government.'

FINANCIAL BACKING

Gray was asked to join York's Board by President Ross in 1960. Why was he chosen? 'I'm quite unaware of the actual selection process.' He felt that as the purpose of the board was originally to provide financial backing for the University, having access to money was not important. Although president and chairman of MacMillan Company of Canada, Gray was quick to point out that publishing was not really 'big business' like the banks or oil companies. However, having spent most of his life in the education busi-

ness, he was thus in a position to understand both academic concerns and the way business-

men think.

York's Board of Governors was felt to be both high-powered in terms of the number of really big businessmen who sat on it, and also reasonably varied in the number of viewpoints it represented. However, Gray admitted that the present appointment pro-
cess was hit or miss. He would not oppose allowing various professional or public groups to nominate a number of members to the board as suggested in the Duff-Berdahl Report.

NO FACULTY OR STUDENTS

However, Gray does not favour other fac-
culty members or students joining York's supreme governing body. Faculty members could not sit on the same body which negoti-
ated their salary scale. The student should have a place to comment, but not make exe-
cutive decisions and freshmen should be dis-
couraged even from going that far. 'They're excitable, they've got ideas, but they don't really know what its all about'. Objections to board membership include lack of time and continuity on the part of senior students.

In general, Gray considers the current student interest in university government a transitory matter. 'In previous generations, students fought their parents and the church. Now it's university administrations.' How-

ever, Gray pointed out that only a compara-
tively small percentage of students were in-
terested in a seat on the Board of Governors. While Gray conceded that the function of the board was changing—to some extent withering away—'It is especially useful in the building period of a university,--you just can't imagine the sacrifices in time and money some members have put into this university.' He could not agree with attempts to transform members of the board into a fundraising committee of the Senate. 'I don't see how you could get as capable men to take an interest unless they had some of a feeling of responsibility than that.'

NOBLE AND NEEDED

As well as serving on the board for York University, Gray is also a member of the Advisory Committee for Glendon College. Asked if the high transfer rate to the main campus was cause for concern, he replied that it was not alarming. 'In its first year it was bound to have a superficial appeal even for those not prepared to face the rigours of compulsory English and French.' Is it a realistic goal? Gray could only say that it was noble and needed.
What is reality and what is phantasy is always determined by those in power."

This magazine

THE PHILOSOPHY

"It's a free school." A school whose founders hope will graduate free, responsible and open people. A school with a philosophy of education that is incompatible with that of the public system. Education at Everdale is not identified with economic production. Everdale seeks to provide an alternative to the public system. It seeks to eliminate the frustrations of a system oriented to academic achievement and in which discipline and motivation are forces external to the student. Here, classes are voluntary and students make their own rules. Only provincial laws concerning sex, liquor and drugs are imposed, for the staff feel that the desire to learn should come from self discipline. Here, what is taught must be relevant to experience. The experience of things should lead naturally into the use of books.

Bob Davis is the editor of the school's companion project, This Magazine is about Schools, and one of the original staff members at Everdale. He talked with me about the failure of the institutions that have traditionally given us our sense of identity, belonging, and role in society. The church has lost its power and the family is now too small to be effective in this respect. In the environment of the extended family, a child could become sure of his role; now, however, no institution other than the school is in a position to provide the necessary sense of security.

Most of the kids who feel the schools to be irrelevant, and who are hung up with discovering themselves, find their way to Yorkville. Everdale seeks to answer the same need that Yorkville answers, but it also seeks to provide a secure community environment.

In some ways, however, the two needs the school seeks to fill are incompatible. The traditional belief of schools like Everdale is that self-discipline will lead to self-motivation, and self-motivation, unlike the externally imposed competitive desire found in the public schools, will lead to relevant learning. These expectations have not yet been fulfilled at Everdale. Most of the kids go to a few classes a week. Some of them go because their parents have threatened to take them out of the school if they don't, others because they find the classes interesting. Yet, very few seem to take their classroom work seriously. This behaviour seems to follow from what Bob called the mood of improvisation of modern youth. It implies that the staff must not be rigid in applying the traditional philosophy of the free school. For at Everdale, as in Yorkville, the Protestant work ethic that supports modern technological society is being questioned, in 'productive' work really more important than fun?

THE SCHOOL

Everdale Place is a farm near Hillsburgh in the Caledon Hills. The large farmhouse is the school and staff living quarters. The older students have a bunkhouse and the younger ones live in a new house on property nearer the town. Classes are held in the rooms of the main house. Books are in abundance everywhere, but the emphasis is on interaction. The drama classes and art shed provide releases for the imagination. Facilities are simple but well-used.

To-gether, the eleven staff and twenty-students anger on someone who fails in this responsibility through the Weekly Meeting.

The students are sent to Everdale by parents who feel the Everdale method is superior, or whose children couldn't accept the public system. Often the kids have applied pressure on their parents. Moreover, because of the tuition fee of $1300 the students generally come from at least a middle class environment.

One student mentioned a few problems he thought were hurting the community. Some of these had been discussed at the Meeting a week before my visit. Apparently, that week had been one of extraordinary communication, for many of the kids mentioned it. The girl felt that there was a lack of consideration among the students; there had been some stealing of books and...
They're happy, but let's not be too sentimental. "People have to know something!"

Bob Davis

five students run the internal affairs of the school through their Weekly Meeting. They have divided the everyday kitchen work, gardening and other odd jobs amongst themselves. "The community makes one responsible, because if you don't do a job, it likely won't get done."

I talked to the kids in the large book-lined dining room. I was surprised at their openness and apparent maturity, and I was confused because I didn't know if this was good. I didn't know how much of what they said was original thought and how much merely echoed the staff and the magazine. Al is fifteen, and he told me that most of his ideas were new since he had come to Everdale. He attributed the maturity noticed to the time Everdale gave for thinking, but he agreed with me that the kids' personalities were not evenly developed, that they were more mature than average in only some respects.

I was impressed by the intelligence of most of the students. Everdale gives them the opportunity to pursue their interests on the level they desire. One nine year old boy spent the day doing chemistry experiments. Sandy, who is fifteen, was busy designing and building an intercom system for the school from old radio receivers. These activities are only loosely connected with a classroom situation, and the students claimed they had just picked up the skills involved. The books and magazines are all well-read, and the ideas are discussed, evaluated and sometimes applied.

The students claimed there are no rigid cliques and that there is no status system. However, the criteria of age and maturity, and intelligence seemed to be relatively important, although there was no rigid differentiation.

There seems to be little pressure on the students toward class attendance from within Everdale. The only community pressures appeared to be directed to preventing acts that would hurt the school, or another student. The group expects each student to do his kitchen work, for example, and directs personal property; some of the kids didn't help with the chores. She didn't like the lack of privacy, I assumed in the dorm. Specifically, she complained that the staff kept too much aloof from the students. She said that some kids were afraid to approach the staff.

I found the staff, in general, much less open than the students. There seemed to be some fear of me as a reporter; however, those I did speak with were anxious to help me understand.

Bob Davis, a founder, had taught eight years in the public system. Most of the staff, however, are now members of the CYC, yet this more because of their desire to teach at Everdale than because of interest in the company. One of the CYC members, Jeff, felt the same conflict with society's values that I was feeling. "I feel like I'm living off other people—the kids. But we are doing things—working pretty hard—though it's not something you can really point to."

THE EVALUATION

Judged by the criteria of society, the criteria of technology, Everdale might be called a failure. Although one student gained his grade eleven in three months with very little background, there is little obvious 'productive activity' going on. The many subtle and important processes are hard to point to. However, the community gives its members time to think and time to communicate. At Everdale, it appeared to me that people were learning about people and about the evaluation of knowledge, and that this was important.

Therefore, according to the criteria of community and interaction, the criteria of 'Yorkville mysticism,' the people here are 'producing.' Everdale provides a secure place to explore a new kind of family. Yet it does more. It communicates ideas of freedom, responsibility and community with educators across the continent. It is a demonstration that learning can be relevant and more than merely a part of life.

Education at Everdale goes the full circle.
WASHINGTOll (CUP-CS) — In the interest of main­
taining the essential conditions of human living,
the student must discover, examine, and assimilate
the knowledge of his environment and must develop
the ability to cope with and to transform it.

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The student must discover, examine, and assimilate the knowledge of his environment and must develop the ability to cope with and to transform it.
MUD SLINGING

Dear Sir,

Give me a break! We day students realise that there are many of us who are not completely involved in the affairs of Glendon College. Hence we have set this image of residence students as the epitome of everything that is wrong. We should or possibly could be. Also, we deny the role of mud-slinging and name-calling as a means of combating apathy and creating a desire for involvement.

Those to whom your descriptions apply don't care and the rest of us are getting sick and tired and discouraged.

Believe it or not some day students are not apathetic.

signature
RYAN HERE, BUT NOT TAKING THE TROUBLE

Dear Sir,

The dance held by the R & W last Saturday night was a very enjoyable evening for all those who took the trouble to attend.

Speaking as an apathetic day student, when I came to the pre-scribed lack of my genre, I was amazed at the vision of dancing and eating this year, I was disgusted by the lack of attendance at this and e-v-e-r-y other event.

But despite these shortcomings, the entertainment has been of high standard--

Carnival Week--To-day--

Dear Sir,

I extend my apologies for my last letter. As a member of the Private Collection being representative of the fine groups that have been presented.

Saturday night, however, was a new low. Where else could one be entertained by a good orchestra for $2.50 a couple? Understandably all students could render the excuse of studies and essays, but I cannot accept this view. From personal experience and that of others, Saturday night, despite all the best intentions is usually a last one. Those who come compete with Foster Hewitt and the problems of distraction for those living the "good life" in residence are well publicised by the "swingers". (The library is closed Saturday night--stuff said?) In short, there was no viable reason, the well-known fact of the last dance or no dance attitude notwithstanding, for fruitful turn-out. Day dog apathy was matched by a profound indifference on the part of the residence students.

If, as is rumoured, this is the end of Glendon's dances for financial reasons, then I extend my appreciation to the R & W for their efforts, and offer them a lift to the Drill Hall, or UC, or the SMC 'coop', or even (God forbid) the other campus, for the rest of the year.

Diagonally, (sic)
Jack Daley, Eng. II

THIEVES' CARNIVAL

Professor Cook

Frenchmen in New Brunswick, and Ontarians of whom the Quebecois feel kinship.

He agreed with Ryan that the French Canadians should achieve cultural and language equality where the population is large enough, but rejects Ryan's suggestion that Quebec give Canada special status including the right to withdraw from any federal programmes or the power to take for themselves any undefined terms in the BNA Act. He argued that Ryan's thesis is based on the assumption that French Canada is one unit while English Canada is another; this, he felt, was untrue, for English Canada is not, by any means, a united body.

Professor Cook, therefore, agreeing with those of cultural duality, suggested a more extensive Bill of Rights stressing the two cultures, the re-examination of federal-provincial powers, and a re-operation in the undefined and overlapping areas of jurisdiction and an assurance that the Supreme Court is actually the court of Canada the nation.

Carnival Week--To-day--

Carnival Week--To-day--

YORK UNIVERSITY PLAYERS

Professor Ramsey Cook

Frenchmen in New Brunswick, and Ontarians of whom the Quebecois feel kinship.

He agreed with Ryan that the French Canadians should achieve cultural and language equality where the population is large enough, but rejects Ryan's suggestion that Quebec give Canada special status including the right to withdraw from any federal programmes or the power to take for themselves any undefined terms in the BNA Act. He argued that Ryan's thesis is based on the assumption that French Canada is one unit while English Canada is another; this, he felt, was untrue, for English Canada is not, by any means, a united body.

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Tomorrow, 8:00 p.m., Intermedia Room, Founders College, Founders College Cultural Affairs Committee--FILM SERIES Look Back in Anger and Night of the Long Knives.

Pro tem staff meeting--To-day--

AT

Burton Auditorium

BE THERE

Charles Studman

Cook wants cultural duality

Not special status for Que- bec but a reformed federal con- stitution to meet its needs was the suggestion of Professor Ramsey Cook, the speaker at last week's Gle- don College annual banquet in the round leading up to Quebec: Year 8.

Professor Cook felt that there were two origins to the problem of French Ca- nada within Confederation: 1) ever since 1867, the em- phasis has been on the na- tionalization of Quebec, 2) the education system, the church, and the repressive nature of the economy in the province itself have increas- ed the nationalism building up there.

He outlined four alterna- tives--1) a sovereign Que- bec, 2) Quebec with special rela- tionship to Canada, 3) Quebec with special status, as such, Que- bec as a province with a divided assembly, or, 4) a reformed federal system with a new constitution recognizing the cultural dif- ferences within Canada.

Professor Cook expounded his views on the question of a confederation between Canada and Quebec.

If you want your club meet- ings listed in N.B., contact Kerri McCusker via the main bulletin board the Monday before each issue.

Charles Studman

He stressed that the pro-
**2ND YEAR TAKES FIRST PLACE IN FINAL GAME**

**NICK MARTIN**

The regular season closed with some of the most exciting games ever seen at A House. Last year's championship teams played for the title, and the victors won with a 1-0 victory over B House.

The game was a tightly contested affair, with several goals scored in the first half. A House took the lead early on, but B House fought back to tie the game at halftime. In the second half, A House dominated, scoring three goals in quick succession to put the game out of reach for B House. With the win, A House secured the championship for the second year in a row, cementing their place as the dominant team in the league.

**WOMEN'S SPORTS**

**JOAN FEATHERSTONHAUGH**

Members of the staff are on hand to keep you up-to-date on the latest news and developments in women's sports. This month, the focus is on the University of Toronto's women's basketball team, which has been on a roll.

The team is currently undefeated and is poised to make a strong showing in the upcoming tournaments. With their strong performance so far, they are expected to make a statement at the national level.

**MARAUDERS AND BEARS**

**NICK MARTIN**

The Marauders are off to a strong start this season, with several impressive wins. However, their latest game against the Bears was a tough one. The Bears, who are known for their strong defense, held the Marauders to a 1-0 victory.

The game was a close one, with both teams putting in a strong effort. In the end, the Bears' defense was too strong, preventing the Marauders from scoring their signature fast-break offense.

**ATHLETE OF THE WEEK**

**FRANK CHILDE**

York was without a midvinner at the beginning of the season, but Steve Bridgeland stepped in and has been a key contributor. With 2 wins and 1 loss, his performance was exceptional.

**WINDEGOES WHIPPED BY OWLS**

**RICK MENEAR**

Saturday night in their first league game, the York wingedoes were beaten by the Owls. The Owls scored 76 goals, while York managed to score only 20. However, York seemed ready to play the game, and they let down at 1:30 of the second period. The Owls slapped two goals.

York dominated the third period completely, but could manage to score only one goal, by Pollard, and again York saw certain goal turns aside by Royston's goalie, Stoddart, or Cocked by Royston's defense.

This latter point is one of York's major problems. All too often the players wound up being out of the game too long, and gave Royston time to block the shots. In the matter of possession, it was the Owls who had the advantage, with only 8 passes lost to York, and the Owls' ability to outscore York was to get back with a second with 1:10 left.

YORK REBELS SPLIT FIRST TWO

**NICK MARTIN**

Super goal scoring and excellent defense play around the nests by York cost them their first defeat of the season. The final score was 5-3 for York.

Perhaps the players were overeager in playing by Maple Leaf standards, for perhaps they were overconfident after an excellent 7-2 win over Trent. Whatever the reason, it took York until the second period to start playing hockey. By that time they were down 3-0.

Royston completely dominated the first 20-minute period. Checking tenaciously, they kept York out of the game for most of the period. York was extremely sloppy in the second period, and was out of the goal, and most of their shots were off the mark on Royston sticks. Only spectacular play by goalie Frank Childe, and also as low as it was,

York came on strong in the second period, cutting the score to 5-2 as Doug McDiarmid blasted in a goal from the blue line, and Kent Pollard got the first of his two goals against the Owls during a goalmouth scramble.

York seemed about ready to run away with the game, but they let down at 1:30 of the second period. The Owls slapped two goals.

York dominated the third period completely, but could manage to score only one goal, by Pollard. Time and again York saw certain goal turns aside by Royston's goalie, Stoddart, or Cocked by Royston's defense.

This latter point is one of York's major problems. All too often the players wound up being out of the game too long, and gave Royston time to block the shots. In the matter of possession, it was the Owls who had the advantage, with only 8 passes lost to York, and the Owls' ability to outscore York was to get back with a second with 1:10 left.