

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 majority opinion' stated Food Committee chairman John Harti.

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 formal weekly meetings. Tom West, the Treasurer, drew up 'innumerable' budgets, moving steadily upwards to \$11,000. The last budget moved back down to \$9,500.

The nature of the weekend--informality, absence of reporters, the calibre of the speakers--is geared to a maximum degree of honesty and clarity in the exchange of ideas. 'It is the only way that the conferences 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 Harti, should 'enhance communication between people of English Canadian 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 ideal--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; the most important participant.

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 guideline for a world 'which hasn't got room for race prejudice.' Hutchison in saying 'when a disordered world is watching our experiment as a clear test of men's will to bridge the chasm of blood and race, we hold in our keeping a trust much larger than we know.'

In all 540 will attend the seminar: 81 high school students, 34 Quebec university students, 30 seminar leaders, 45 York campus students, 245 Glendon students, 21 faculty members, and about 80 others.

While the plenary sessions will give information and enlightenment on the French outlook to 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 Faculty member, three outside guests, 6 Glendon students, and one rapporteur also a Glendon student who will take notes on the discussion and report the findings at the last general session on Sunday.

The groups are to meet in every possible location throughout the College--residence common rooms, recreation rooms, the Senior Common room, the Board room, the Library, and so on.

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

--What, in practical terms, does bilingualism and biculturalism entail for Canadians?

--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 merely 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 and 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 told Quebec: Year 8 organisers he would come to Glendon to give the final address of the weekend seminar on 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 much of the conference, will set up 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 audio-visual hook-up will allow people in the halls to direct questions to Ryan in Montreal.

'Until discussion and action again take place in the area of fundamentals, in the area of motivation and response rather than structures and formulae, Canada will continue to immerse itself more deeply in the "crisis" of which the preliminary report of the Royal Commission spoke.'



pro tem

Volume VII, Number 11

Toronto, Canada, November 23, 1967

Viet Nam, Quebec compared

MONTREAL (CUP)--A Sir George Williams University Professor said certain similarities exist between the Vietnamese and Quebec struggles.

Prof Leandre Bergeron, speaking in the fourth of a series of lectures on Vietnam, said:

'Both are fighting for their liberation. Young Quebecois and young Vietnamese feel that they have been colonized. As the Vietnamese want

Vietnam for themselves--not for France or for the United States--so do the French Canadians want Quebec for the Quebecois.'

In Quebec, the clergy once provided a controlling link between England and the colonies. To-day, the bourgeoisie of Quebec is linked to English-speaking Canada and to American capitalism and is not really interested in Quebec.'

Bergeron declared that this is analogous to the Saigon bourgeoisie being tied to the United States.

As Bergeron sees it, Confederation, in its present form, is not a pact between equals but the granting of a limited power and cultural freedom to Quebec.

'The radical elements in Quebec want the real freedom that comes with economic independence. The rest of Canada has not opted to

reverse the trend of American economic domination. Therefore Quebec must liberate herself.'

He indicated that only then will political and cultural independence be possible. Bergeron illustrated this point by saying that 'to speak of cultural independence is eyewash-folklore. In these terms Vietnam must do the same thing in order to liberate herself from the United States.'

He offered a positive approach to French-English relations saying, 'English speaking Canadians must realize that they are being colonized by the United States. They must then decide to buy Canada back. Most important of all', he added, 'English Canadians must also realize that as Canada should be for Canadians, so too should Quebec be for the Quebecois.'

CUS pres here

Canadian Union of Students President Hugh Armstrong is at Glendon today.

Armstrong will give the Thursday Forum lecture during the class free period in the Old Dining Hall at 12:45.

Western vetoes B of G rector

LONDON, ONT. (CUP)-- The students council of the University of Western Ontario has decided to reject indirect participation on the board of governors.

Peter Larson, president of the student council announced Nov. 15 night 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 law 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 negotiating on issues as they arise. We really believe the rector is worse than nothing.'

'A rector 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, boycott supporters claimed.

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 also said if 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 as students, the university exists to provide a source of progress and criticism for the whole society.

Glendon College is serving this second purpose with the Quebec: Year 8 conference. Men who have won a place of respect in our society will be here to discuss a question particularly divisive to our country with a younger generation.

With every question asked this weekend, Glendon students will be serving their society. They will be producing as student-citizens--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'université 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 Declaration of the Canadian Student drawn up by the CUS congress in September (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.'

This is not to say council should plunge headlong into student syndicalism; too much needs to be discussed and clarified yet. But it would mean a statement of our place as student-citizens, as intellectual workers--or productive members of society if you 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.

Who Cares?

Nobody.

PRO TEM

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PRO TEM is the student weekly of Glendon College York University. Opinions expressed are those of the writer. Unsigned comments are the opinions of the newspaper and not necessarily those of the student Council or the university administration. PRO TEM is a member of the Canadian University Press.

What would you do if I sang out of tune, would you stand up and walk out on me --RENE McGOO

SCHULTZ!

By RICK SCHULTZ

For those of you who missed the Student Council meeting on student vandalism last week, let me encapsulate the proceedings. The charges: student vandalism and a severe laxity in abiding by the rules of conduct on this campus. The judges: Student Council and Residence Council. The verdict: students guilty of irresponsibility. The punishment: a presidential tongue-lashing and a concrete call to action--smarten up.

This was not a meeting; it was a kangaroo court. The students are not accountable for their actions to the Student Council save in those areas that are in the council's jurisdiction. Rules of conduct are not in that jurisdiction.

The students are wards of President Ross and Principal Reid. According to the York University Act, the students are the responsibility of these officials. They alone have the power to make regulations governing the students. The students are in this respect in the same

position as a minor with respect to his parents.

The students by virtue of this position have no rights. They have only granted privileges. Like a child's allowance, under the present system, what has been granted can be taken away or withheld.

This argument is not a defense of vandalism or rule-breaking. But let's see these acts for what they are. Let's not embroider them by arguments of rights and responsibilities when no such rights or responsibilities exist. The Student Council is doing the embroidery and in so doing have, unwittingly perhaps, become apologists for the present structure of university government.

They argue that 'if conditions on campus remain as they are' there may be repercussions. 'Student demands for seats on the Senate and the Board of Governors will be ignored.' I was under the misconception that we should be on these bodies by right. Apparen-

tly membership is a concession and if we want further concessions, we had better watch our step.

Rule-breaking, thus, is not necessarily intrinsically wrong, but wrong because it damages the students' bargaining position with the administration. In the same fashion, Glendon's leaving ACSA is neither right nor wrong but is an unfortunate act--It may have repercussions of agitation in more significant areas, such as Faculty Council. Out of the mouths of students come the words of administrators.

Let's quit playing the system. Let's quit jockeying for positions and 'going along so we can get along.' Rather than reminding students of their obligations and the threats they pose to the game, Student Council should be using the present rule-breaking and vandalism as examples to convince the administration that the present system is wrong.

Principal Reid and President Ross should be reminded of their responsibilities for they alone of all the 'actors' have rights. If they are going to formulate rules, they should accept the responsibility to enforce them. Let them chastise the students for their childish behaviour. Let them also defend their right to have the sole power to regulate the students' behaviour. Last week they sent Big Brother to do the job of the parent.

The students under the present structure are classified as children, and as such are irresponsible members of the community. Not until the students are adults under the law can they be judged as adults by the law. This is where the present system is wrong. It must be changed to accept the fact that students have 'the right to have rights'. Not until it is changed will the students have the responsibility to have responsibilities.

And that ain't just semantics.

letters

PROPOSALS ANYONE?

Dear Editor,

Professor Tucker's article on university government seems to me a notable contribution: a thoughtful statement it provokes me to a considered response. So I wonder if the answer to his questions about the student share in university government ought not to await a reconsideration of the assumption underpinning them. Summarily, this assumption is that better government will make the university equal to its function, which is to assure ripe minds and hearts among men. Though we may spell out this aim in different ways, most of us in the academic community are in substantial agreement, I think, that this is the broad aim of a university. Yet many of us wonder whether its corporate structure doesn't tend to turn out little boxes instead of helping men to know themselves.

It seems to me that prior to questions about the government of the university are questions about the university itself. And prior to the problem of making the government of the university relevant here and now is the problem of making the university relevant. Before I could answer Professor Tucker's searching questions I believe I would need to answer these. First, in my life at university am I interested most of all in people? Second, does my present ordinary business at university induce me to pursue that interest by discovering the person I meet? Third, do I detest as inhumane and shun as vicious any programming of people? In a word, is it my conviction and practice to make personal dialogue the tie of the academic community?

What we really want of the university is governed by these norms, isn't it? Would any amount of reorganisation turn the present structure into a means to these

ends? Don't we need a new creation? Has anyone a proposal?

C. Kenneth Johnstone,
Department of English

A QUEBECER'S VIEW OF QUEBEC

Dear Sir,

In his Thursday Forum lecture two weeks ago, Professor Douglas Lapan said that the English Quebecers were hated by the French and that anything they said about Confederation would

See LETTERS, page 7

GLENDON DIALOGUE

By JANE BOW

Most Glendon students are in residence, so the rules they live under, how they are made, and who makes them, are a major issue on campus. As it stands, residence rules are voted in by the Residence Council (composed of students), and passed on to COSA, a committee chaired by Dean Tatham, but composed mainly of students. If COSA passes a rule it is then reviewed by Principal Reid who has the right to veto it if it does not meet his approval. Do you think Principal Reid should retain this right to veto, or should it be withdrawn from him?

CHRIS PINDER I:

I don't think one man should be able to say no like that. If the rules are passed by a referendum among the students, so that Residence Council is voting on issues students want, then Reid, even though the college is his responsibility, shouldn't be able to say no. By now, students should be responsible enough to know themselves what they want. MICHAEL SMITH IV:

Reid shouldn't have absolute control. I'd rather see something like a set-up

where the rules are sent back by Reid for reevaluation if he doesn't approve. Then they can come to him again, maybe in a different form. But I do think he should have some control; after all he is principal of this college and it is his job.

BARB NOAKES II:

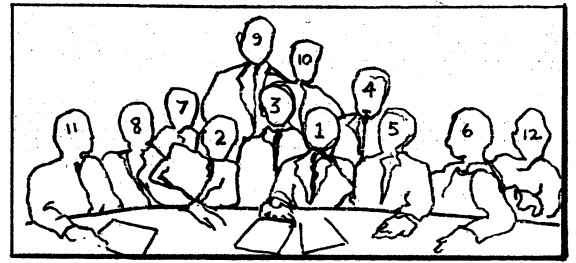
If the students agree to a rule, the Residence Council and COSA pass it, then I don't think one man should be able to overule the power of these three bodies. At the same time I do not agree with the present set up. I think there should be one committee that has an equal number of faculty and students. This way the faculty have their say. But I still don't think one man should have this arbitrary power.

FRANCES GREGORY I:

It's not democratic for Reid to have the veto. I have faith that Residence Council will not pass a rule I do not wish to adhere to. As far as the responsibility of college students to make their own rules I think Residence Council are a responsible group. Furthermore, if we are considered immature, give us a chance to grow up. And hell to immature parents!

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 manners, and strong point of view. That was certainly our impression after a lengthy interview with W.P. 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 emphasized 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 purely student 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 'don't forget we have 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 financial rewards for sitting on the Board were not great—in fact there was a considerable 'reverse directors' fee.' Without the ten and a half 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 should those who can afford to pay be subsidized? Without the approximately 25 per cent of their revenue currently covered by student fees, the quality of education offered by the university would inevitably deteriorate. The volume of government funds just is not sufficient to carry the load alone.

INCREASING GOVERNMENT VOICE

Already the university had felt the effects of an increasing government voice on university affairs. The joint board-senate request for a school of architecture 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 might result in unfair allocation of funds to those departments directly represented on the board.

On the question of student representation, Scott had no comment, pending recommendations of the Board-Senate Committee on University Government. However, he is currently considering specific proposals for increasing the opportunities for informal communication between students and board members.

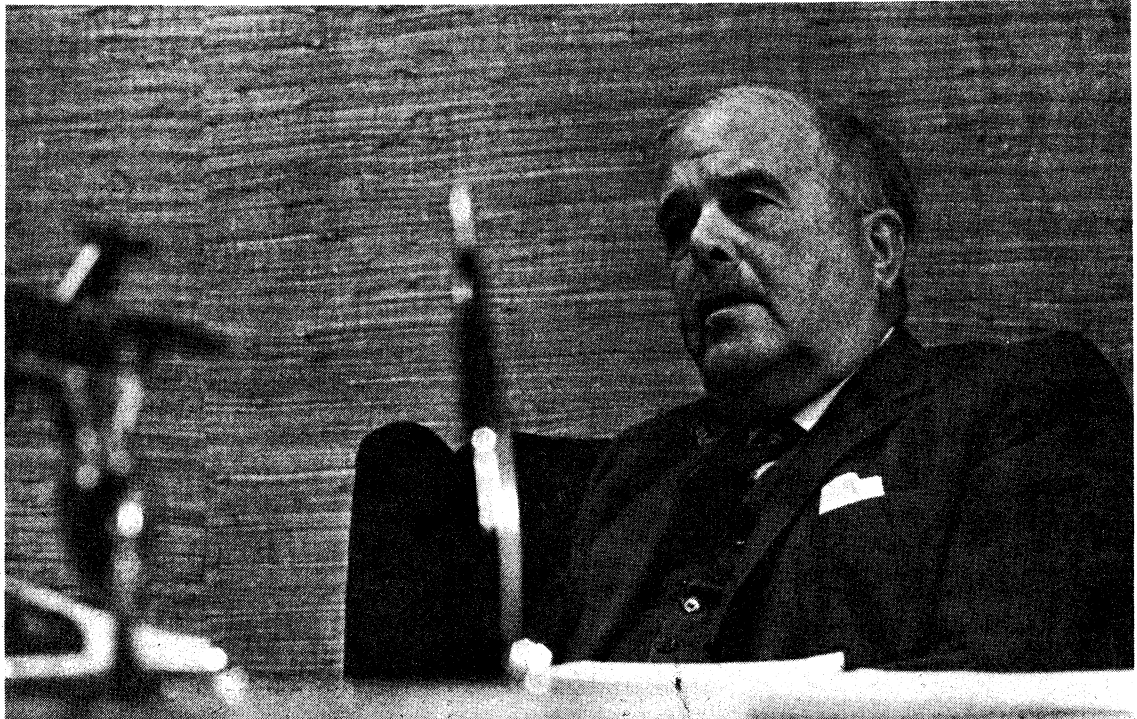
FRIENDLY CONSENSUS

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 prominent academic background. In addition, Scott would like to seek our more prominent persons 'not of Anglo-Saxon background' for consideration as board members.

While the board may be rather too homogeneous 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.'



William Pearson Scott Chairman, York University Board of Governors

Photo by WALLER

GREY

According to J.M. Gray, the role of the Board of Governors is diminishing if not disappearing. 'However, we still need private 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 business, he was thus in a position to understand both academic concerns and the way businessmen 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 process 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

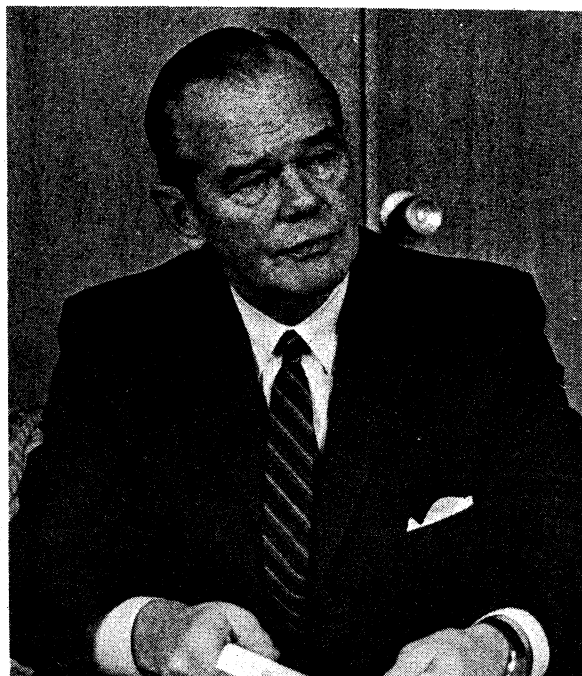
However, Gray does not favour either faculty members or students joining York's supreme governing body. Faculty members could not sit on the same body which negotiated their salary scale. The student should have a place to comment, but not make executive decisions and freshmen should be discouraged even from going that far. 'They're excited, they've got ideas, but they don't really know what it's 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.' However, Gray pointed out that only a comparatively small percentage of students were interested 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 more of a feeling of participation 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.



J. M. Gray, Member of the Board Advisory Committee for Glendon College

Photo by HARVEY



*"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



the everdale a school co

Photos and
by **DAVID**

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. Is 'productive' work really more important than fun?

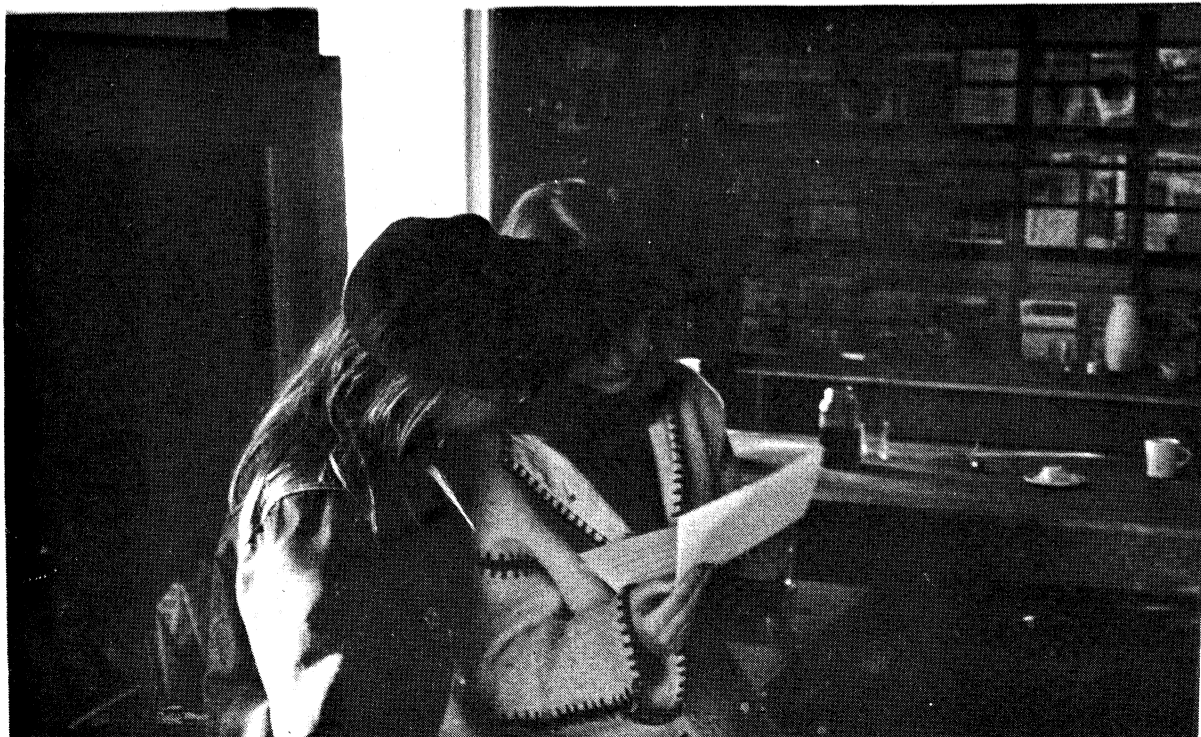
THE SCHOOL

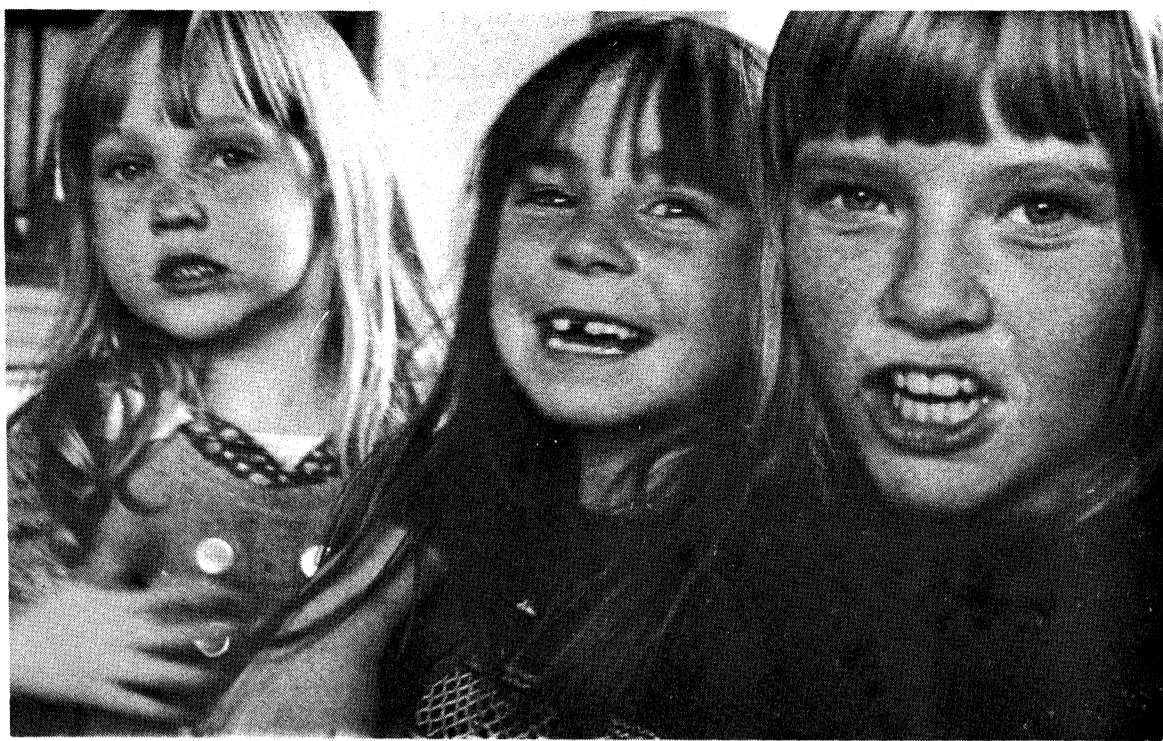
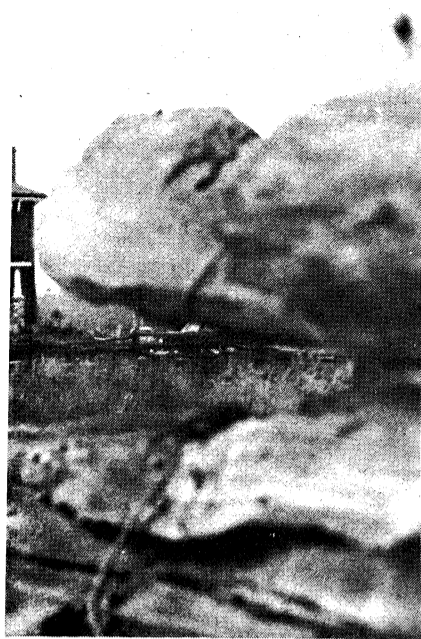
Everdale Place is a farm near Hillsburgh in the Caledon Hills. The large farmhouse is the school and staff living quarters. The older students have a bunkhouse and the younger ones live in a new house on property nearer the town. Classes are held in the rooms of the main house. Books are in abundance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

Together, the eleven staff and twenty-its 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 she 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

ale place mmunity

story

COPP

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 I 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 an 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 its 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.



"The authority of those who teach is often an obstacle to those who want to learn."
Cicero





Photo: THE GEORGIAN

Realist editor Paul Krassner

Portrait of a realist

By ELLEN ROSEMAN
The McGill Daily Special
to Canadian University Press

Paul Krassner is a realist. He believes existence has no meaning, but he intends to enjoy every absurd moment of it.

He is 34 years old (but looks like 20), has a 3 1/2 year-old daughter and confesses that he is very happy. He has no vices--'I don't drink, smoke or do crossword puzzles.'

He started his career as Paul Maul, a stand-up comedian performing at hospitals, colleges, and in army camps. He did some night

club work, but felt it was snobbish to make people get all dressed up and buy a drink in order to hear him.

He then became a freelance writer for Mad magazine and the Steve Allen show, but left them in 1958 to become editor, publisher, and Ringleader of the first American satire magazine for adults. 'I felt that America needs a Punch.'

His objective was a magazine that would communicate without compromise or condescension. He wanted to 'fill the void sponsored so successfully by the socio-cultural - politico - religious - economic Association for a Dynamic Status Quo.'

In 1961, the Realist had 3,000 subscribers. Today the number stands at 100,000 and the magazine is sold at newsstands all over the country.

Not everything in the magazine is satire. Krassner also publishes straight articles when he feels the ma-

terial warrants it. For example, in past issues, he ran an article implicating the Central Intelligence Agency in the murder of U.S. Black Muslim leader Malcolm X, and another revealing that the United States maintains six concentration camps to be used in a crisis for containment of 'enemies of the state.'

He feels the dividing line between satire and fact has narrowed extremely. Satire in the Realist is often accepted as fact because life has begun to parody itself, says Krassner.

His critics accuse him of irreverence and bad taste. He thinks taste is extremely subjective and says in his defense, 'When I become unaware that civilisation is sick, then I myself become part of its sickness.' Anyone with a cause amuses him; he dislikes self-righteousness or pomposity.

When invited to Montreal this summer to take part in

a Youth Pavilion symposium on hippies, Krassner created a scandal of sorts when he set fire to his draft card on the site. Actually it was a Xerox copy that he burned--he saves the original as identification to get him across the border.

Krassner takes no salary from the Realist. He earns his living as a columnist for Cavalier magazine, society editor for Ramparts, and from royalties, if any, from his 1961 book, Impolite Interviews.

He intends to keep publishing the Realist until it stops being fun. In nine years of publication he has never been convicted of libel or obscenity and never had the Realist stopped by the U.S. Post Office.

He likes the United States because he realized that in very few other societies would he be allowed this kind of freedom. You see, he's a realist.

Declaration of the Canadian student

Education is a contributive social process, the essence of which is an expanding awareness of man's social and natural environment through dialogue and co-operative intellectual effort.

The principal goal of education is to serve society by developing the full potential of all citizens as free, creative, thinking, and acting human beings and therefore to serve society by helping to achieve equality of 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 transform it.

The Canadian Student has the right and duty to improve himself as a social being and to contribute to the development of society by:

- a) expanding knowledge through research and the objective analysis of existing hypothesis and ideas and the formulation of others;
- b) learning by sharing his perceptions and thoughts with his fellow citizens and constructively criticizing theirs;
- c) engaging in fundamental action, as an individual or in a group, to confront society with discoveries and to promote consequent action to bring reforms into practice;
- d) playing a full part in the life of the community as a citizen.

The Canadian Student has the right to establish democratic representative student associations. Realising that educational reform will not come in a vacuum or without a continuous examination and possible transformation of societal values and institutional arrangements, the associations must be free to ally themselves with other groups in society which have similar aims.

The Canadian Student is a member of a global society, with the right and duty to be concerned about his fellow citizens, and with the responsibility to promote human rights and mutual understanding.

The Canadian Student, as a full member of the academic community and society, has the right and duty to participate in shaping an environment conducive to the accomplishment of these aims and to make basic decisions about the conditions and nature of his intellectual activity and the goals served by educational institutions. The student has the duty to assure that the educational system is accessible and democratic so that it will serve the interests of the whole society.

The Canadian Student has the right to be free to continue his education without any material economic, social or psychological barriers, created by the absence of real equality of essential condition.

CIA curtails on-campus recruiting

WASHINGTON (CUP-CPS) --In the interest of maintaining a peaceful academic atmosphere, the Central Intelligence Agency has decided not to recruit on campuses that lie near one of the agency's regional recruiting offices.

The CIA spokesman today confirmed that college and university placement bureaus affected are being notified of the decision, but did not say where the ag-

ency's recruiting offices are located. He estimated that there are '10 or 12' of them, however, presumably in the major cities.

The spokesman also noted that in some cases interviews would be conducted in a downtown area of cities that do not have CIA offices. He mentioned Boston as an example, explaining that interviews would be conducted in the federal building there rather than on

campuses in the area. The CIA has met with protests, some of them obstructive and others not, on several campuses this fall. Among them are the Universities of Colorado, Maryland, Iowa, and the University of California at Berkeley.

According to the CIA spokesman, the agency normally recruits at 100 campuses around the country. He added that 'at many of them we've had no trouble.'

The miracle(s) of Motown

By IAN WIGHTMAN

Smokey Robinson and the Miracles were the first exponents of the Detroit or 'Motown' sound when they recorded a song called 'Way Over There' back in 1960, in Berry Gordy's primitive little rented studio. Since then, the Miracles have ridden the crest of the Motown success, never diverging from a hit-making pattern and recording 11 albums in the process. 'Smokey Robinson and the Miracles Make It Happen' is their newest.

There are two elements that make this album worthwhile, as well as a hot-seller. First, there is the Motown sound itself, prob-

ably the most productive of all popular trends, featuring a heavy bass line and drum beat. The sound is half rock, half rhythm and blues--a strictly commercial approach emphasizing the importance of the dance beat. Smokey Robinson and the Miracles fit into the Motown mould perfectly. They are a tight unit in the recording studio and on stage where they do a great deal of twisting, bounding, and finger-popping.

Now we come to the element that separates the Miracles from some of the other Motown groups, and explains their longevity record. William 'Smokey' Robinson is the most talented man in Motown. Whereas most of Berry Gordy's acts labour through the mindless lyrics of Holland-Dozier--Holland meant only to compliment the beat, Robinson is a poet. Ralph J. Gleason, the foremost pop music critic, has included Smokey in an elite which includes Paul Simon, Bob Dylan, Phil Ochs, John Sebastian, Marty Balin, Dino Valenti, Al Kooper, Mick Jagger, John Lennon, Paul McCartney, and John Phillips, writers who 'have succeeded in putting beauty and truth and meaning into popular song, fracturing the stereotyped adult view that the music of youth is at best trivial rhymes and silly teenage noise, and at worst offensive. This generation is producing poets who write songs and never before in the sixty year history of American music has this been true.'

Smokey Robinson has written and produced sessions for other Motown acts besides the Miracles, for example, the Temptations, Marvin Gaye and Stevie Won-



der. He also has an astute eye for discovering raw talent--his prize find being a ten year old blind boy who he discovered playing a mouth harp on a Detroit street corner and has since converted into a fine soul singer and the most consistent hit maker among male vocalists . . . Stevie Wonder.

The Miracles own sound is based around the extremely high, whining (but effective) lead singing of Smokey. On the album 'Make It Happen', Robinson's sensitivity as a singer is most evident on a fine ballad called 'You Must Be Love' as well as on the two hit singles which have helped this album climb into the top 30 albums in only seven weeks--'More Love' and 'The Love I Saw In You Was Just A Mirage.' 'More Love' is beautiful, their best single effort since 'The Tracks of My Tears'.

Smokey is king in Motown and there is no sign of a let-up. The Miracles new single 'I Second That Emotion' is showing signs of being the group's most successful record in years.

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Blind dates are a chance. But you can always depend on refreshing Coca-Cola for the taste you never get tired of. That's why things go better with Coke, after Coke, after Coke.



be tainted by their guilt feelings.

It is time for English Canada to realise a few things about the English in Quebec and the future of Confederation.

The English in Quebec look back over two hundred years in which through a combination of economic advantages and the French Canadian educational system they established a firm control over the business life of Quebec. The élite of French Canada, educated in classical colleges, did little to challenge this control.

This situation existed until the late 1950's. With the advent of the Quiet Revolution we wholeheartedly supported the beginning of French Canadian interest in improving their educational system, introducing engineers and scientists and in encouraging a new pride in their language and culture. The English massively supported the Liberal party in 1960

and has continued to support the Liberal party over the more conservative Union National ever since. It is true that with the Quiet Revolution pressure to reform inequities such as the conducting of business operations in English when the employees were French, has arisen and the reforms demanded have generally been made. The English businessman would rather have a well educated employee with some pride in his language, his race, and his ability than do business in English.

In Quebec, the reforms have been made, but what about the rest of Canada? The English in Quebec have separate, but public schools, English is guaranteed use in the law courts and the legislature. It is with this background, that we look at the rest of Canada. We see the result of two hundred years of bigotry reflected in the unilingual educational, legal and governmental structures of Canada. We hear it in the perennial 'Who conquered who anyway?' asked by English from BC to Newfoundland, usually followed by some 'Frog' joke.

French Canadians constantly ask 'Are you prepared to make economic sacrifices to ensure that continuation of Canada?' This consists of granting French Canadians all the things necessary to make them feel at home anywhere in Canada; including French television, public education in French, law courts in which they do not have to pay for the services of a translator, and, to some degree, bilingual provincial civil services. Unless more English Canadians drop the 'speak white' attitude and make these reforms recent events in Quebec have gone too far to allow our nation to continue to exist.

In Quebec, we have made our choice. To preserve our country we have made sacrifices we ask that you do the same.

If in ten years time, the French Canadian does not have comparable privileges to what the English now have in Quebec, the province will leave Canada and it would be justified.

Charles Stedman,
GI

MUD SLINGING

Dear Sir,

Give us a break! We day students realise that there are many of us who are not completely involved in the affairs of Glendon College.

However, we challenge the image of residence students as the epitome of everything a student should or possibly could be. Also, we deny the effectiveness 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, who, contrary to the prescribed lack of my genre, has attended most of the dances and events this year, I was disgusted by the lack of attendance at this and every other event.

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

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 lost one. Those at home 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--'nuff said?) In short, there was no viable reason, the well-known fact of the 'last dance or no dance' attitude notwithstanding, for the pitiful turn-out. Day dog apathy was matched by a profound indifference on the part of the residence students, who, after all, are where the action is!

If, as is rumoured, this marks the end of Glendon dances for financial reasons, then I extend my appreciation to the R & W for their efforts, and offer them all 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.

Disgruntedly, (sic)
Jack Daley, Eng. II

Cook wants cultural duality

Not special status for Quebec, but a reformed constitution to meet its needs was the suggestion of Professor Ramsay Cook, the speaker at last week's Glendon Forum in the second of the series leading up to Quebec: Year 8.

Professor Cook felt that there were two origins to the problem of French Canada within Confederation: 1) ever since 1867, the emphasis has been on the nationalization of Quebec, 2) the education system, the church, and the restrictive nature of the economy in the province itself have increased the nationalism building up there.

He outlined four alternatives--a sovereign Quebec, with no special relationship to Canada, Quebec as an associate state with special status as such, Quebec as a province with a degree of autonomy, or a reformed federal system with a new constitution recognizing the cultural differences within Canada.

He stressed that the pro-

blem of a sovereign Quebec is that the idea is a physical possibility, but that there would be immense difficulty in determining the boundaries, since there are



Professor Ramsay Cook

Frenchmen in New Brunswick and Ontario with whom the Quebecois feel kinship.

Professor Cook expounded basically the views of Claude Ryan for the future Quebec.

DIAL A
DEVIATE
487-8861

CUSO WEEK--To-day-- Panel: Canada's Commitment to Developing nations-- 7:30 p.m. Carr Hall, St. Michael's College 50 St. Joseph St.--Tomorrow--Soul and Steel--CUSO and the Stel-Tones invite you to dance--8:30-1:00 International Student Centre, 33 St. George St.--Admission 50 cents--West Indian and Canadian refreshments.

To-day, 1:00 p.m., Founders Social and Debates Room Is There Indeed a Jewish Attitude to War--speaker Rabbi Dr. Gold, sponsored by the York Hillel.

Today, 8:15 p.m., Burton Auditorium THE GERSTEIN LECTURE SERIES: The New Visual Environment--speaker Arthur C. Erikson, Architect, Vancouver, British Columbia, designer of Simon Fraser and Scarborough colleges.

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

Nov. 24-26, 8:30 p.m., Burton Auditorium, THIEVES' CARNIVAL, Jean Anouilh's most successful comedy performed in English by the York University Players.

Tomorrow at five o'clock --Glendon Progressive Conservative Club is having an informal party for high-school students attending Quebec: Year 8 and their hosts.

Refreshments will be served. Room not yet announced.

November 27-7:30 p.m., room to be announced--History Club will meet.

**PRO TEM
STAFF MEETING
TO-DAY
AT 2:30
BE THERE**

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 Canada give Quebec special status including the right to withdraw from any federal programmes or the power to take for themselves any undefined terms within 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 the idea of cultural duality, suggested a more extensive Bill of Rights stressing the two cultures, the re-examination of federal-provincial powers, co-operation in the undefined and overlapping areas of jurisdiction and an assurance that the Supreme Court is actually the court of Canada the nation.

YORK UNIVERSITY PLAYERS **AT BURTON AUDITORIUM**

THIEVES' CARNIVAL

Tomorrow, Saturday, and Sunday **BY JEAN ANOUILH**

2ND YEAR TAKES FIRST PLACE IN FINAL GAME

NICK MARTIN

The regular season closed with some of the most exciting games seen all year. B. House, last year's champions have had their troubles this season. All that changed on Monday as they upset top-rated A House, 18-14, and knocked them out of the pennant contention. The Axemen had figured to clinch first place with an easy win in this game, but B House had other ideas. B House fought doggedly throughout the game but with 5 minutes left clung tenaciously to a 12-8 lead. Then Graham Muir outjumped two Axemen for a spectacular TD that put the game on ice. A House came back with a major by Larry Gallagher, but B House had the ball as time ran out.

2nd Year, whose only loss came at the hands of A House took the pennant with a record of 6-1 as they beat a tough 1st Year squad 33-31. Both teams scored five TD's but 2nd Year converted 3 of theirs while 1st Year could only manage one extra point. The game was one of the roughest of the year. Referee Dave Love ignored all but one of the many infractions. Late in the game he marched the ball 15 yards into 1st Year's zone after a relatively mild tackle, from where 2nd Year easily scored their winning touchdown.

John Vernon had two TD's for the losers, with Derek Philips, Doug Mitchell and Dave Carpenter getting the

WOMEN'S SPORTS

JOAN

FEATHERSTONHAUGH

Members of the distaff set take note! The BASKETBALL season begins on the 27th of this month. The lists are up and there should be no excuses for not signing up.

SYNCHRONIZED SWIMMING has been moved up to Monday night, 5:15 pm. - 6:30 pm. All are welcome; from any level of proficiency. . . . The VOLLEYBALL standings as of Monday evening are as follows:

	wins	losses	pts.
Day #3	3	0	6
Day #1	3	1	6
B House	3	1	6
E House	2	4	4
Day #2	1	2	2
A House	1	2	2
D House	1	2	2

It was really no surprise when Glendon overcame Founders in the first game of the intercollegiate VOLLEYBALL tournament. The team, composed of Sue Bielecki, Irene Cochrane, Mary Scottie, Jennie Towne, Jill Konkin, Roz Wilson, and Sandi Stevens, scored a 2 games to 0 win. The squad could very easily take the championship with a bit of luck. The next games are on the 21st and 28th at Glendon. . . . Women's SQUASH tournament begins next week. Please watch the notice board. . . . SWIMMERS are wanted for the varsity team. Practices are Thursdays 2:00 - 3:00 at the other campus.

others. Pete Schwalm scored two touchdowns for 2nd Year, but the big hero was Pete Lambros, who made a vital interception near his goal line as 1st year drove for a touchdown late in the game.

YORK REBELS SPLIT FIRST TWO

NICK MARTIN

Superb goaltending by Ryerson and inept play around the nests by York cost them their first defeat of the season Tuesday night. The final score was 5-3 for Ryerson.

Perhaps the players were overawed by playing in Maple Leaf Gardens or perhaps they were overconfident after an easy 7-1 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.

Ryerson completely dominated the first 20 minutes of play. Checking tenaciously, they kept York stuck inside their blueline for most of the period. York was extremely sloppy in clearing the puck away from the goal, and most of their passes were right on Ryerson sticks. Only spectacular play by goalie Frank Childe kept the score as low as it was.

York came on strong in the second period, cutting the score to 3-2 as Doug McBride blasted in a goal from

2nd Year, A House, D House and 1st Year will play sudden death games on Friday and the two finalists will play a best two-out-of-three next week for the university championship.

the blueline and Kent Pollard got the first of his two goals as he fired in a loose puck during a goalmouth scramble. York seemed about ready to run away with the game, but they let down at the end of the period and Ryerson 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 goals turned aside by Ryerson's goalie, Stoddart, or blocked by Ryerson's defence.

This latter point is one of York's major problems. All too often the players wound up to take slap shots, took too long, and gave Ryerson time to block the shots.

The game saw several fights, including one in which goalie Childe skated out to his own blueline, to take on a Ryerson forward.

Only a handful of York students were on hand for the game, and they were from the main campus. Glendon students should remember that this is their team too. Next home game is Tuesday, November 28.

ATHLETE OF THE WEEK

FRANK CHILDE

York was without a netminder at the beginning of the season. Childe stepped in and his steady play has resulted in 2 wins and 1 loss (one win was exhibition) in the past week.

MARAUDERS AND BEARS

NICK MARTIN

The Canadian college football season reaches its climax this Saturday, as McMaster University and the University of Alberta collide head on in the third annual College Bowl Game at Varsity Stadium.

McMaster Marauders have to be picked as slight favourites in this showdown. They gained the right to play in the Bowl by knocking off St. Francis Xavier X-men, winner of last year's College Bowl, 7-0 last Saturday. In an exhibition game earlier this season, the Marauders beat the U of T, a feat that not even Queen's could match this year. Marauders have several new players from Waterloo Lutheran eager to avenge their loss in last year's Bowl, but the main cog in their attack is quarterback Dick Waring. Waring scored Marauders' only touchdown against X-men, came to McMaster this year after three years at Bowling Green in the States, and could be on the verge of following in the footsteps of such former McMaster stars as Russ Jackson.

The Alberta Golden Bears are certainly no soft touch. They're undefeated this season and are no strangers to the pressures of this game. In the first College Bowl two years ago they were barely edged out by

Gerry Sternberg and the Varsity Blues on a muddy field.

A large crowd is expected for the game, although it would have been considerably larger had U of T competed in the eliminations for the game. However, the SILF chose to boycott the game this year, and that is definitely Canada's loss. With Queen's and Varsity drawing big crowds, and Simon Fraser and UBC playing and beating teams from Oregon and Washington, Canadian college football is at last taking its deserved place in the sports world. The College Bowl is the culmination of the most successful season yet, and deserves your support and attendance. And, most important of all, proceeds from the game go to the Save the Children Fund.

FINAL FOOTBALL STANDINGS			
	Wins	Losses	Points
2nd Year	6	1	12
A House	5	2	10
D House	5	2	10
1st Year	4	3	8
B House	3	4	6
3rd & 4th Year	3	4	6
C House	1	6	2
E House	1	6	2

sports

WINDIGOES WHIPPED BY OWLS

RICK MENEAR

Saturday night in their first league outing, the York Windigoes were beaten by the Osgoode Owls by the score of 76 to 60. It is not too significant that York lost; they have been losing for a number of years, but the reasons why they lost must be examined. After watching the Owls warm up, I noted three important observations. First of all, the Owls were much taller than the Windigoes at almost every position. Secondly, it was noticeable that the Owls hadn't had too much practice. Thirdly, most of the Owls did not appear to be in top condition.

Translating these observations into relevant data, in other words the meat of the matter, plus one or two preconceived mental notes, I should have been able to predict Osgoode's triumph. My blind hope prevented me from doing this. The first observation, that the Owls were taller, meant that York would have a lot of trouble rebounding. If they allowed the Owls to control the boards at both ends of the court, that is offensively and defensively, then Osgoode would have no trouble winning the game. Larkin, at centre, provided the necessary height for a good rebounder in this field nullified this height asset. Young hasn't Larkin's height and was at an obvious disadvantage against Kimel, Osgoode's powerful and experienced centre.

is no excuse for not controlling the defensive board. I have yet to see Coach Johnson set up any rebounding drills or devote any time to conveying his knowledge of rebounding to the players. It is to be believed thus, that Coach Johnson assumes that by the time you come to university, you know all there is to know about rebounding, and all other

aspects of the game. This logic has been refuted in the game against Osgoode and has been suspect for a long time. I don't know how Coach Johnson could imagine that Bill Larkin knows the fundamentals of rebounding or any other facet of the game. He must be taught. York could have controlled their defensive boards by observing the fundamental rules of rebounding, which include anticipation, desire, and the concept of boxing-in. A team lacking in height cannot rely on one man to do the whole job of rebounding. All five players must take part and work as a unit. Bravos go to Dave Anderson and Chuck Gordon for their stalwart effort in this regard Saturday night. But where were the others? The second and third observations, that Osgoode did not look well-practised and out of shape, meant that York could inevitably beat the Owls. How? Quite simple! York was supposed to have developed a fast-break this year. With the fast-break the Windigoes could have run the Owls right off the floor and back into the trees. However, York's fast-break has turned out to be a fallacy--pure myth.

The score of the game (76/60 in favour of Osgoode) indicates that the owls did control the boards, at both ends, and that the Windigoes did not take advantage of the fast-break.

Now that my hope has sprung a leak or two, meaning that I am now seeing clearly, with one eye anyway, I must forward one observation that I think is extremely significant. Against Osgoode in the first half of play, York had to shoot almost 50% just to stay close. This is a definite indication of stormy weather ahead for the Windigoes.

Note: The Windigoes play their second league game Tuesday November 28 at Waterloo-Lutheran.

YORK PLACES SECOND

TO POWERFUL U OF T SWIMMERS

TOM ELLISON

One week ago today, the York varsity swim team grappled with its first stiff opposition of the year and in the long run did not come out too badly. In the final standings, York was second to the University of Toronto and ahead of the other competitor, Ryerson. The results read as follows: U of T -137, York-86 and Ryerson-69.

On the one hand we were lucky to finish in second place, because if Ryerson had entered competitors in a few more events, they could easily have overtaken York. However it must be kept in mind that Murray Young, one of the pillars of the team had been sidelined for several weeks with a shoulder separation and was just getting back into shape. Perhaps next time.

In the meet itself, of the

thirteen events, U of T won 10, York 2, and Ryerson 1. The big difference was the consistency with which York paddlers came second. Since the Tait-Mckenzie pool is relatively new, several pool records fell. In York's only victory Glen McGlocklin set a pool record of 2:29.6 beating the old record by 20 seconds. There was one exhibition match in which McGlocklin beat his rivals to set another record but this was strictly exhibition. Top swimmers for York were Murray Young, McGlocklin, Andy Stodart, Mark Connors, Mike Steiger, Jeff Ramson and Ted Bilyea.

In a previous meet York defeated Ryerson 64-30 on the 9th. The team travels to Detroit on the 25th and on December 1, Queens is at the other campus. The team is looking for divers. Please contact Larry Nancekevill at the other campus if interested.