Editors Fast to streamline CUP

Over 200 college editors collided at Simon Fraser December 27-30 for the Canadian University Press thirtieth national conference.

They wanted little time streaming linearly Canadian universities, pointing to the interest and continuing the executive, certain members for ob¬

For they noted that the problems of the campus are to streamline CUP currently. To the students, the administration must not be ignored, but they are not just the students. They are to plan a conference to censure and student syn¬

A common place was observed. The guest of the major areas of Ca¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬

The problem at Glendon is aggravated, according to French Professor Monique Nemni, by the students. They do not know where they are going, nor what they want out of the college. Some feel that the college is not doing enough to get an education, others are using it to practice their political. For this reason, some students emphasize that the individual must leave the campus, other students advocate different ones.

To social activists, the problem of the society in the college is of prime importance. Therefore, when Don Fraser asked why people even bothered to measure student involvement and acti¬
Dear Sir,

I reply concerns Tony Tilly's article in the special PRO TEM issue of January 18.

He deals with his last paragraphs on "Quebec students at Glendon and for more students from lower financial brackets.

I would like to point out that there is apathy here and to complain and swear loudly is too easy.

PRO TEM like a good many other newspapers in Canada might well obey the axiom if you have nothing to offer, shut up.

CHRIS THOMAS, GI

Dear Sir,

In your special number last week an article entitled: "Guillotine Reaction" brought my personal shortcomings to my attention. I am a "psychic self-deluding hypocrite", too steeped in 'Glen- don's deepest problem - complacency', without the guts to speak French outside the classroom", accepting with "the same sort of resignation" the fact "the library is a farce."

To my deep sorrow, I leaned that I am driving the author of this article from this "haven of non-intellec­ tual gutless wonders," I only hope that in his next sur­ face report he will be "forced to write such libelous tripe, sign it anonymously, and get it published.

Peter Giesen, GIL

C.U.S. LIFE INSURANCE PLAN

for information call

Kiy o Tamura

BUS: 366-5811

B.S: 759-8317

Representing Canadian Premier Life

for Canadian Union of Students.

SELFISH

Monday's varsity carried an article about a group of volunteers who make up a community health. They are helping Indians in Toronto, working in psychiatric wards, and helping new Canadian, des­ perate to join in the Canadian professions.

Does Glendon have any organisation par­ ticularly of course for the sake of the common good.

We are selfish. This is a blind and pain­ ful fact, and the sooner we accept it, the better.

Most of us in residence leave the micro­ chip, let alone concern ourselves with the external world. Day students who should be closer to the problems of urban society, must recognize their neglect and the same lack of interest.

We are denying ourselves the opportunity of adding another dimension to our education.

There is a unique opportunity for all to step out from the ivory tower of acad­ emia and see, in living ultra-colour what we are learning about.

By DAVID COLE

How long are we going to blabber on about the Whole Man or the Public Service while indulging in the culture of hypocrisy? How long are we going to talk about so­ cial problems, the cold society, humanism etc., while ignoring things that are taking place right now, within five miles of us?

It is ridiculous, of course, to appeal to anyone's altruistic sentiments here in our fat, sedate college. We should look at it in terms of your own self-interest.

We are denying ourselves the opportunity of adding another dimension to our education. There are thousands of cases studies we can use to learn from.

There is a unique opportunity for all to step out from the ivory tower of academia and see, in living ultra-colour what we are learning about.

Dear Sir,

COLLECTIVE DERRIERES

Dear Sir,

I have the task of editorial comment on a very timely issue. I am sure that Tony Tilly, as usual, has done a very good job in dealing with his last paragraphs. I would like to say that I have been "lured into apathy" after Orientation Week.

Why did he lose his apathy in the first place? Did he lose it after his AIM, W(heap or as a result of the group's apathy? Therefore, look at it as a subject to be taught guts' to speak French out­ side the classroom. This is a very serious problem in Canada today.

But to merely say there is apathy there and to com­ plain and swear loudly is too easy. PRO TEM like a good many other newspapers in Canada might well obey the axiom if you have nothing to offer, shut up.

Jim Weston

Bob Walter

Jen Park

Graham Muir

Tom Holland

Harve Hirsh

Deparret

Ranne Mahon

Mike Woolnough

Telephone 487-1616

PRO TEM is the student weekly of Glendon College, York University, Toronto. Letters printed do not necessarily reflect the opinion of the editor. Opinions expressed are those of the writer. Unsolicited comments on the opinions of the newspaper and the use of the newspaper is not necessary.

It is a member of Canadian University Press and an agent of social change.

Freedom in a university is the freedom of public exposition and dialogue, for anyone - anarchists or illiterates of the innocent alike - and the anti-war movement would see that the senate discipline committee threatened to expel them if they remained in office.

The whole of a student conduct Dec 4 called for disciplinary action due to what it termed The Lance's "morbid obsession with squalid vulgarity."

In a hurried call for student council support in cleaning up the Lance, Council refused, reiterating the right of the student body to operate freely.

The committee objected to several Lance articles in the first term, particularly "The Student as Nigger", an analysis of the paper to operate freely.

In the second term, particularly "The Student as Nigger", an analysis of the paper to operate freely.

The committee failed to get student council support in cleaning up the Lance.

The whole of a student conduct Dec 4 called for disciplinary action due to what it termed The Lance's "morbid obsession with squalid vulgarity."

In a hurried call for student council support in cleaning up the Lance, Council refused, reiterating the right of the student body to operate freely.

The committee objected to several Lance articles in the first term, particularly "The Student as Nigger", an analysis of the paper to operate freely.

The article has appeared in The Georgian, The Argus and several other campus papers with little reaction.

Co-editor Joy Lalor said it came clear the committee would move to expel fellow co-editor Marian Johnstone and myself at yesterday's meeting if they did not resign before.

The Windsor student council termed the senate's role in the case "unnecessary interference" which undermined the student body.

"It is the further belief of this council that the university community as a whole has been irreparably harmed from high-handed interference of certain members of the university at large who have, without regard to the rights and prerogatives of a student government to publish in the sole interest of the student body, shackled the privileges of freedom of the press."

For information call

Kiy o Tamura

BUS: 366-5811

B.S: 759-8317

Representing Canadian Premier Life

for Canadian Union of Students.

University Forces Lance Editors to Resign

WINDSOR (CUP) - The co-editors of the University of Windsor newspaper, The Lance, resigned yesterday after the university's senate discipline committee threatened to expel them if they remained in office.

The editors, on a student conduct Dec 4, called for disciplinary action due to what it termed The Lance's "morbid obsession with squalid vulgarity."

In a hurried call for student council support in cleaning up the Lance, Council refused, reiterating the right of the student body to operate freely.

The committee objected to several Lance articles in the first term, particularly "The Student as Nigger", an analysis of the paper to operate freely.

The article has appeared in The Georgian, The Argus and several other campus papers with little reaction.

Co-editor Joy Lalor said it came clear the committee would move to expel fellow co-editor Marian Johnstone and myself at yesterday's meeting if they did not resign before­ hand.

The Windsor student council termed the senate's role in the case "unnecessary interference" which undermined the student body.

"It is the further belief of this council that the university community as a whole has been irreparably harmed from high-handed interference of certain members of the community at large who have, without regard to the rights and prerogatives of a student government to publish in the sole interest of the student body, shackled the privileges of freedom of the press."

Dear Sir,

I reply concerns Tony Tilly’s article in the special PRO TEM issue of January 18.

He deals with his last paragraphs on the "Quebec students at Glendon and for more students from lower financial brackets.

I would like to point out that there is apathy here and to complain and swear loudly is too easy.

PRO TEM like a good many other newspapers in Canada might well obey the axiom if you have nothing to offer, shut up.

CHRIS THOMAS, GI

Dear Sir,

In your special number last week an article entitled: "Guillotine Reaction" brought my personal shortcomings to my attention. I am a "psychic self-deluding hypocrite", too steeped in 'Glen- don's deepest problem - complacency', without the guts to speak French outside the classroom", accepting with "the same sort of resignation" the fact "the library is a farce."

To my deep sorrow, I leaned that I am driving the author of this article from this "haven of non-intellec­ tual gutless wonders," I only hope that in his next sur­ face report he will be "forced to write such libelous tripe, sign it anonymously, and get it published.

Peter Giesen, GIL

C.U.S. LIFE INSURANCE PLAN

for information call

Kiy o Tamura

BUS: 366-5811

B.S: 759-8317

Representing Canadian Premier Life

for Canadian Union of Students.

SELFISH

Monday's varsity carried an article about a group of volunteers who make up a community health. They are helping Indians in Toronto, working in psychiatric wards, and helping new Canadian, des­ perate to join in the Canadian professions.

Does Glendon have any organisation par­ ticularly of course for the sake of the common good.

We are selfish. This is a blind and pain­ ful fact, and the sooner we accept it, the better.

Most of us in residence leave the micro­ chip, let alone concern ourselves with the external world. Day students who should be closer to the problems of urban society, must recognize their neglect and the same lack of interest.

We are denying ourselves the opportunity of adding another dimension to our education.

There is a unique opportunity for all to step out from the ivory tower of acad­ emia and see, in living ultra-colour what we are learning about.

By DAVID COLE

How long are we going to blabber on about the Whole Man or the Public Service while indulging in the culture of hypocrisy? How long are we going to talk about so­ cial problems, the cold society, humanism etc., while ignoring things that are taking place right now, within five miles of us?

It is ridiculous, of course, to appeal to anyone's altruistic sentiments here in our fat, sedate college. We should look at it in terms of your own self-interest.

We are denying ourselves the opportunity of adding another dimension to our education.

There are thousands of cases studies we can use to learn from.

There is a unique opportunity for all to step out from the ivory tower of academia and see, in living ultra-colour what we are learning about.

By DAVID COLE

How long are we going to blabber on about the Whole Man or the Public Service while indulging in the culture of hypocrisy? How long are we going to talk about so­ cial problems, the cold society, humanism etc., while ignoring things that are taking place right now, within five miles of us?

It is ridiculous, of course, to appeal to anyone's altruistic sentiments here in our fat, sedate college. We should look at it in terms of your own self-interest.

We are denying ourselves the opportunity of adding another dimension to our education.

There are thousands of cases studies we can use to learn from.

There is a unique opportunity for all to step out from the ivory tower of academia and see, in living ultra-colour what we are learning about.

By DAVID COLE

How long are we going to blabber on about the Whole Man or the Public Service while indulging in the culture of hypocrisy? How long are we going to talk about so­ cial problems, the cold society, humanism etc., while ignoring things that are taking place right now, within five miles of us?

It is ridiculous, of course, to appeal to anyone's altruistic sentiments here in our fat, sedate college. We should look at it in terms of your own self-interest.

We are denying ourselves the opportunity of adding another dimension to our education.

There are thousands of cases studies we can use to learn from.

There is a unique opportunity for all to step out from the ivory tower of academia and see, in living ultra-colour what we are learning about.
External Affairs—Why isn't it going?

By TOBY FYFE

The external affairs department should be one of the most exhilarating jobs on campus. We all talked about organisations at the beginning of the year; however, it has, either voluntarily or through incompetence, remained in the background of Glendon life.

The current chairman, David McMillan, was elected to the post last year without any previous experience in the department. His assistance is a highly successful and competent intelligence, vocal freshman representative.

The role of the external aff airs department can be divided into four main sections. First, there is an education section that is itself divided into two parts: the internal section and the external section. Information on high school and university standards in relation to our own at Glendon, as well as other departmental services branch that concerns itself with off-campus services. Its duties involve making the students aware of internal and external affairs department. About thirteen people showed up. They were given at this time a play-by-play description of the department's section and a self-denunciation by MacMillan. Then they were asked to write their names on a piece of paper, specifying what actions they were interested in. Most of the students were never contacted.

The final leading one to suspect that Macmillan should not be so much interested in such a departmental thing. He needs not students. However, the problem is not so much that there are not enough or too many students in the department, but that they are not progressive and sensitive enough.

In an interview, MacMiller complained that while he has students working in all the department's divisions, he has no control over them. Without the promise of a pay cheque or the threat of being unable to get much of the work done, it seems that this problem is one of students who are basically uninterested or incompetent. He also suggests that this lack of popular co-ordination is partly the fault of Macmillan. He seems to be fairly competent on his own, but incapable of getting others to work for him. He complains that people cannot be relied on.

If it is true that there are a number of students in existing posts that are incompetent and if it is true that there are students that signed up for external affairs but were never contacted, the partial solution is obvious. There should be some people and try out some who showed up at the meeting. Other departments and organizations, such as the Red and White Society and the Glendon Forum have been able to attract willing and able volunteers. A department with as much potential as external affairs should have no trouble gaining the 'elite' of the Glendon students to work for it.

However, it is neither fair nor accurate to put all the blame on Macmillan. The problem of this department's power is awesome and it is difficult for anyone to know what is going on in any section of the department without making it nearly a full time occupation. The fault here lies partly in the po wer given to the department, and partly in the organization of it, a fact which Macmillan is fully aware. He intends to put forth some time this year a much needed departmental reform.

The basic change, and in this he is correct, is that of decentralized within the department. We propose to have a chairman and three sub-department heads for external affairs, social action, and education. This would cut down on the incredible amount of running around that the chairman now does, Macmillan has also suggested that he might consider recommending that the chairman of the education section be permitted to sit on council.

Macmillan stated that he feels that council has been generous with its grants of money, and he explained that a lot of this goes to financing trips that are necessary as the CUS and OUS representatives on campus.

As head of the external affairs department, Macmillan is also the campus representative of CUS. He explained that this is unusual. As far as he knows, 'most universities have the external affairs department and the CUS representative is separated.' However, while he in in favour of decentralizing the department, Macmillan does not think that CUS should be removed from his jurisdiction. He argues that the information and services that CUS makes available must fall under the auspices of the external affairs department.

Within the department, there is little doubt that its structure is, as Macmillan said, "a non-functional bureaucracy," with reorganization not only desirable, but absolutely necessary. There is little cohesion within the department; it lacks both definite direction and strong leadership. It needs to be split into its sections clearly defined, and they must work together under a chairman who is capable of choosing competent administrators who will work with enthusiasm and efficiency. Like all volunteer organizations, it requires interested and eager members.

Within the college, the student council will, under Macmillan's initiative, come to define the term of the department's power, notably in relation to the Glendon Forum and communications. The external affairs department is a council of the council body, with an elected chairman and as its jurisdiction is exclusive, it must know where it is going. It cannot afford to be haphazard; it is up to both Macmillan and council to straighten it out.
Profs, students like new Glendon curriculum

By ANDY GRAHAM

Last year's curriculum was a conscious interim curriculum, according to Professor Terry Olson, a member of the Curriculum Committee of the Faculty Council. He said that the college had to work with the existing faculty and facilities. This resulted in the variety wanted for the Glendon curriculum. Now variety is more possible.

The recent changes meet the student demand for a wider selection. They satisfy a belief on the part of the faculty that the curriculum should not be too rigid.

Professor Olson, in discussing the revised social science courses, said that the object was to avoid having these as introductory courses for the other disciplines. Social Science 171 was oriented towards sociology and 172 towards political science and economics.

The new half-year courses are more attractive to students because they can be exposed to more disciplines and general ideas. For the faculty they are trying to serve the purpose of interdisciplinary, social science courses. They are problem courses for all years rather than substitutes for introductory courses in the disciplines.

"Asked to what extent these changes were experimental, Professor Olson said that the most experimental part of the curriculum are the third and fourth year seminars. The question will be whether or not they will work. The onus, he feels, falls upon the student in this case."

"Professor W.E. Echard of the humanities department felt that there was a great problem whether a general education course would benefit students more in first year or in third year. As it stands I agree with the curriculum changes whole heartedly, but when it comes to moving general education courses into third and fourth year, I must reserve judgment. He sees humanities as being an integral part of a curriculum."

"Professor Snow feels that the general education program has to be made even better by the changes. Along with Professor Echard he reiterated the importance and necessity of these courses: 'General education is a chance to look at things outside the conventional mold,' by extending the general courses into third and fourth year, their quality and depth can be increased."

"Tom West, a student member of Faculty Council, feels that the courses are more improved. 'We are not geared to the Ontario College of Education's standards as we were before. It is still possible to meet OCE requirements, but the curriculum is not forced into the right structure of these requirements."

Another addition to the curriculum is the general honours program. This is offered at York campus and in most American liberal arts colleges. It allows a student to specialize in a particular field of study rather than a single discipline. Six courses must be taken in one discipline and the other courses must be related to the field of study. Professor Olson defended this program because it allows students to 'spread themselves out further to get exposed to other disciplines.'

In conjunction with the curriculum changes, the problem of academic excellence was also raised. Henri Nadel (GII) felt that the new curriculum supports a 'good-off' attitude just as the old did. 'At an activist school there's no time to work and so nothing intellectual really gets done.' A proper balance should be established with a special emphasis being given to intellectual activity.

"Professor Snow raised the problem. He felt that the real purpose of college was not for the individual to discover himself, but to learn in a more general way. 'If people want to discover themselves, then why don't they get a job? It's much easier to do it that way.' Without denying the activity side of the college, he feels the basic aim should be to a student.

"When people say it (Professor Snow's nat. sci. course) is too simple it means to me that they don't understand what it is to a student. There is no reason why students should think my course is too easy." Professor Snow sees the role of the teacher as a limited one. It is up to the student to pursue a particular field of interest. Hard work is a necessity for learning.

Miss Nadel agrees with Snow's view, but feels that, there should be more seminars per week, at least two hours for each course, if not more.

The general conclusion of many people interviewed was that the curriculum changes were good in themselves. They did not solve the problems of the college, but there were not designed to. The solution to the problem of academic excellence now rests with the student in the view of most of those interviewed.
CONCIL BlUSTEHE, COURTV. PILJIBSTERS. D.L BUONO PILIITJERS
by Rosemary Sedon

Last night Residence Council was faced with emotion to abolish itself—and we say night as opposed to evening because by the time the issue was finished, it was long past the bedtime of some of the children involved.

Dean Tatham labelled the motion unconstitutional, As the Residence Council was created by the resident students, only they could decide, by referendum, to dispose of their creature.

Vince del Buono, D house president and originator of the motion, offered an amendment. Ian Courtis, a house, Wood, quickly cut in with an alternative amendment. At this point del Buono attempted to withdraw his motion but found himself trapped by a point of procedure. A motion cannot be withdrawn after being amended.

The Courtis amendment now becomes the motion to be voted on. It reads: It be voted that Residence Council recommend to resident students of the university that the Residence Council be dissolved.

Do it appear simple? The results of the motion—4 opposed, 1 abstentions—might lead one to think so but between the introduction of the original motion and the defeat of the Courtis amendment were 2 hours of such procedural bickering and personal pettiness could squeak by the rules of order.

Del Buono introduced his motion firstly because Residence Council is still alive to do them, and executive body and thereby has no constitutional power to carry out their legislation. The administration views it as an advisory council.

His second point: Residence Council has become an arena where eleventh house president is next to quarrel with each other and achieve little—but argue all night about how nothing gets done. It is in the battlefield where finding presidents use their knowledge of procedures to tangle up their opponents, prolong the battle, and eventually kill the motion.

And so went the featherweight battle of the year.

Nearly all agreed that Residence Council tweaked, in the main, mundane problems.

F house Hilliard President Fat Shaw said she had never thought Residence Council could be a revolutionary force. Don Licht, B house Hilliard, added, 'If we won't do the mundane jobs, then the administration will have to do them, and soon we will justifiably be sending down pronouncements on high.'

'Justifiable,' echoed Gary Iatton, C house Good Body, 'because we'd be abrogating our responsibility in refusing to be bothered with day-to-day problems.'

Iatton felt that the members of Residence Council (himself excluded) were in the throes of a group personality crisis. His sage advice to them all: 'If you can't hack Democracy, then resign. If you're not willing to be a politician, then don't try to sit on a political body.'

Del Buono had suggested that the abolished council be replaced by the following arrangement: if a matter affects one or two houses (fire doors of A and D Hilliard) then it should be discussed in these two houses. The presidents involved could then submit a report to the administration.

This, as opposed to an infinitely long wrangle in a Residence Council over a matter which only concerns a few houses.

John Taylor, Residence Council President, agreed in part—there should be a sort of Federal system whereby concerns of a house would be handled at the house level. However, on important matters, any house should have the power to call together all concerned.

Andrew Dudo, president of the student body, said there should have been a public service. Now do you learn to be a public servant? So far we're only learning to be manipulators of power, to be bureaucrats, to re-learn the student body of how to be a public servant.

'Being a public servant isn't easy—you've got to be forced into it. It means you've got to stop taking your problems to someone else and have got to start handling them on your own.

'Only when we move away from servicing to service, when each student has to decide if he is concerned enough about something to start doing something about it, only then will we
will we learn how to be a public servant. The abolition of this body will be a positive step in that learning process.

The result? 4 Against, 7 Abstentions.