

# PRO TEM

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## Newspot

### 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 wasted little time streamlining Canadian University Press for the future.

'We set out to create a questioning attitude', said National President Lib Spry, 'toward CUP, toward student journalism, and toward everything student journalism deals with.'

'We certainly succeeded', she said.

Some of the main issues were obscenity in college papers, the role of the student press, and student syndicalism.

The delegates refused to act against papers, particularly the McGill Daily,

which have been accused of printing obscenities.

A letter to conference chairman Hal Savage from John Basset, published of the Toronto Telegram, urging the conference to censure certain members for obscenity was greeted with general hostility.

The plenary mandated the executive to reply 'to point out the implications of Basset's letter and indicate the CUP will never submit to such intimidation.'

Delegates accordingly approved changes in the CUP Code of Ethics 'to bring the code into tune with reality,' as one delegate said.

The change involved substituting the word 'fair' for the word 'unbiased' in reference to news reports.

The delegates concluded objectivity in news report-

ing was a myth. From that point on discussion of a newspaper's slant centred around the question of degree.

The delegates were unable to come up with a viable system to sell national advertising for all member papers through one central office. Various schemes proposed over the year were unsuitable.

An advisory committee to help editors select advertising representatives, organize their ad departments, and run the business side of the paper will be set up.

The 49 members of the co-operative press service instituted a summer news service, and provided for a year-round national office operation. Membership fees were raised to pay for the revisions.

The students of Faculty Council want the council to study the U of T MacPherson report's relevance to Glendon.

Dave Copp, GII, approached the council's executive committee Monday with a request that a study committee be appointed.

Copp said the executive committee reacted favourably to the idea.

Books from Steacie library, York campus, currently circulating among Glendon College students may be renewed by telephone in accordance with a policy change announced by Dean Tudor, Reference Dept., Steacie library.

Nominations for next year's student council open January 18 at 12 midnight and close on January 28. The election campaigns will be conducted during the Jan. 29 - Feb. 4 period.

February 5 is election day. The polling station--the new bridge room--will be open from ten o'clock to two. An advance poll will be open February 2 from 10 am to 2 pm.

Professor Olson of the political science department will be conducting a group of students on a tour of Washington, D.C.

Interviews are being arranged with senators, congressmen, and members of the two national party committees.

Interested persons, regardless of year or course, may contact the political science secretary in room 332, York Hall. Soon.

PRO TEM STAFF MEETING  
TO-DAY AT 2:15  
to study constitution of paper

### Weekend waffle: Glendon's success up to you

By TOBY FYFE

The Glendon College Weekend found itself divided into roughly three spheres of discussion; student-staff relationships, the courses and teaching problems, and the student society itself. Difficulty arose because the three sections overlap considerable, and were being consistently confused with each other. Perhaps the most surprising idea to emerge from the seminar was that much of the fault lies within the individual student, an attitude that only a few have dared suggest seriously before.

In the area of student-staff problems, it became evident that the student at Glendon has an inferiority complex, and has thrown himself into a defensive position. He has come to dread the mention of authority and hence seems to consider any attempt on the part of a professor to instruct him to be an infringement on his rights as an individual. He feels that he must prove that he is as good as any professor, if not better; how to do this is a question he has not yet answered.

This attitude resulted in Chris Thomas, at the first seminar session, delivering a scathing attack on the teachers, accusing them of being unable to run seminars, to inspire students, or to involve students in their courses.

This attitude, he said, is typical of many students; it does not occur to them to look into themselves, and to try to find out to what extent they are responsible for poor seminars, or whether they are really working and making an effort to become interested in courses.

He pointed out that in seminars there are good teachers and bad ones but there are also lazy students and those who are interested.

There surely is nothing more difficult for a professor than a class of students who refuse to participate and leave him no alternative but to give them another lecture.

But how far can any student be motivated and inspired by the college and its staff? Dean George Tatham explained that Glendon has purposely created relatively broad courses so that theoretically the student will develop interests, simply because of boredom.

However, said student Don Fraser, motivation must come from the student; the onus to make a student interested rests not entirely on the college or the professor. Unless the student makes an effort to gain an interest in something, he is bound to remain bored and dissatisfied.

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 university is mainly for getting an education. Others are more interested in the social aspect. Still others are using it to practice their politics. For this reason, certain students emphasize certain changes, while others 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 activism, many were shocked. To the social activists, involvement means action on the campus, not the involvement of getting into one's work. Mrs. Nemni thus stressed that as this is a social community of human beings, the students and the teachers must have respect and tolerance for each other.

Professor Terry Olson, Political Science, suggested

that the individual must leave the campus every so often. The social sphere of the student must be drawn into the society at large, not just the community at Glendon.

To the politician on campus, who is admittedly the prime social activist, the social problem takes the overtones of student power in the college and university. This results in an attitude that says that one must accept what Principal Escott Reid says simply because of his position or follow the rules of the administration simply because they are technically in control. While this is true, a similarly negative attitude has been created by the students and their council. There is a real danger of the students automatically disagreeing with Reid or the administration for precisely the same reason.

It became clear at the seminar that the spheres of politics and social problems have been drawn into the

classroom. That politics has become so important in Glendon's life is perhaps unfortunate. That the social problems of the campus are being pulled out into the open is not only commendable but necessary.

Day student Larry Leonard, in the third session, said students are here to gain an education but only on their own terms. They do not want it thrown at them. The prime reason one is here is to gain an education. The social aspects of life must not be ignored, but they are gradually being blown out of proportion by a few students who persist in bitter attacks on the staff, the administration and Reid.

This weekend made clear that many students and faculty are vitally interested in the Glendon College experiment; they have realized that the college is not perfect, but they also believe that its problems can be solved.



photo by WALLER

Oh...then I will be able to get my degree with the courses offered here. Professor Harris.

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PRO TEM is the student weekly of Glendon College, York University, 2275 Bayview Avenue, Toronto 12, Ontario. 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 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 liquidationists of the innocent alike - and the anti-war movement must recognise that it will become the major victim should administrators permit exceptions to that rule. But the freedom of the CIA or Dow in a university consists only in its right to justify its function and advocate its values in open forum, with words; it does not extend to the use of university facilities as the instrument for advancing its objectives. It is this critical distinction that studentx and faculty should have immediately clarified. When Dow is invited to speak publicly it usually refuses, for Dow makes Saran Wrap, napalm, and profit, and ideas for their own sake are foreign to it.*

-Gabriel Kolko  
 The Nation, 18 Dec. 1967

## University Forces Lance Editors to Resign

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

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

At that time SCAD asked for student council support in cleaning up The Lance. Council refused, reiterating the right of the paper to operate freely.

The committee objected to several Lance articles in the first term, particularly The Student as Nigger, an analysis of university education in western society.

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

Co-editor Joyn Lalor said it became clear the committee would move to expel fellow co-editor Marian Johnstone and himself at yesterday's meeting if they did not resign beforehand.

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

"It is further the 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 its students, shackled the privileges of freedom of the press."

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## SELFISH

Monday's Varsity carried an article about a group of student volunteers who are working in the field of community health. They are helping Indians in Toronto, working in psychiatric wards, and giving new Canadians help in joining Canadian professions.

Does Glendon have any organisation parallel to this? Of course not.

We are selfish. This is a blunt and painful fact, and the sooner we accept it, the better.

Most of us in residence leave the microcosm, let alone concern ourselves with the external world. Day students who should be closer to the problems of urban society, would seem to show the same lack of interest.

If one asks an individual whether he appreciates the problems of depersonalization in the city, he will certainly agree. But, if you ask him to spend two hours a week working with people, rationalization is immediate. For all our so-called student activists, very few are actually willing to descend from their oh-so-esoteric existences and soil their hands.

How long are we going to blabber on about the Whole Man or the Public Service while indulging in the most disgusting hypocrisy?

How long are we going to talk about social problems, the cold society, humanism while ignoring the fact that these things are all 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. Therefore, 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 case studies waiting for us beyond the gate.

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

Much more important, however, is the fact that we have to live in this society for the rest of our lives. If we don't like the impersonal aspects of it, then we must get off our asses and try to create the kind of society in which we want to live.

## COLLECTIVE DERRIERES

Dear Sir,

This reply concerns Tony Tilly's article in the special PRO TEM issue of January 4, 1968. I wish to deal with his last paragraphs. I wish to know why he 'lapsed into apathy' after Orientation Week. Why did he lose his sense of identification and sense of belonging? Why did you not do something rather than do what you did? The field house is hardly used; the various clubs are complaining from lack of membership; so are the various instructional classes. In fact, I would say that everyone is setting down on their collective apathetic derrieres.

I also would like to know why you feel the resident students run everything and why you felt left out. We are not hard to get along with (at least most of us, in my humble opinion). All you have to do was to make friends with some of the residents but if you only come on the 9-5 basis, that will never occur. I am speaking from personal experience now. I was a day student for three years.

When I first came to Glendon (formerly York University) I went on the 9-5 programme but it was necessity, not by choice. My second and third years were most enjoyable when I got to know the resident members. I also got in on the 'action.'

Thus you can see, I hope, that it is possible not to be apathetic if you work on it but this is what you must do.

If you wish to pursue this further then you can contact me at A101 Wood Residence.

Kerry McCauley, GIV

Dear Sir,

PRO TEM's pre-Christmas editorial lambasting Glendon's student apathy was a perfect example of apathy itself. This kind of facile, unconstructive spraygunning of students as unthinking blobs shows no particular editorial courage or wisdom. In the entire article, beyond a vague exhortation of all students to question themselves there was not a single positive suggestion to remedy a disease which I think the writer misunderstands to begin with.

I think all of us are aware of a feeling on campus of being static; there seems to be no direction in which to move. But there are a number of definite antidotes which sooner or later have to be tried. Above all, the scholarship and bursary policy will have to be reconsidered by York, to allow

## Letters

for many more foreign and Quebec students at Glendon and for more students from lower financial brackets.

Inevitable, much of the lethargy here can be traced to the shortcomings of the courses, which plainly lack the dynamism any college directed toward public affairs requires. First year students are required to take altogether too many general courses and the better balancing of the extensive and the intensive under the new curriculum will be a great improvement. Worst of all, as long as French is treated as a subject to be taught and examined like any other it will not take hold among the students.

Admittedly, PRO TEM's point that students should examine the dynamism of their position has a certain, if limited, validity.

Glendon College is not inescapably colourless; surely Year VIII showed that clearly enough. If students would only see it, in fact, the Quebec Forum gave us all the direction we need by pointing us toward the most serious

problem in Canada today. But to merely say there is apathy there and to complain and swear loudly is altogether too easy. PRO TEM like a good many of the radicals at Glendon, 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 Gut Reaction brought my personal shortcomings to my attention. I am a 'lazy...self deluding hypocrite', too steeped in 'Glendon'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 learned that I am driving the author of this article from this 'haven of non-intellectual gutless wonders.' I only hope that in his new surroundings he will be allowed to write such libelous tripe, sign it anonymous, and get it published.

Peter Gusen, GII



# External Affairs-Why isn't it going?

By TOBY FYFE

The external affairs department should be one of the most dynamic and most talked about organisations at Glendon College. However, it has, either voluntarily or through incompetence, remained in the background of Glendon life.

The present chairman, David Macmillan, was elected to the post last year without any previous experience in the department. His assistant is Chris Wilson, an intelligent, vocal freshman representative.

The external affairs department can be divided into four main sections. First there is an education section that is itself divided into two sections: social action, information on high school and other university standards in relation to our own at Glendon.

Second there is a services branch that concerns itself with off-campus services. Its duties involve making the students aware of insurance plans, charter flights, inter-regional scholarships, and other discount services that they may make use of.

The high school liaison committee is the department's third branch. It tries along with the administration to attract high school students to Glendon College.

Finally, external affairs is charged with relating CUS and OUS ideas and actions to Glendon. Macmillan is in charge of this himself.

The shadowy nature of the department is not intentional, according to Macmillan. However, he is quick to point out that there are reasons for this. The department, he says, is badly organized. Macmillan said that he has continually been put in a position where he could find himself working against highly successful and competent Glendon Forum. Similarly, the communications department, headed by fire-breathing Glen Williams is continually making his position difficult.

Macmillan goes on to say that a lack of 'definition of terms' occurs because the department is in a 'transitory stage.' This argument is difficult to sympathize with. The external affairs department is the oldest of the three organizations in question and should have the strongest foothold both in efficiency and publicity. It should not be so weak and slow moving that it continually allows the Glendon Forum to invite speakers that external affairs planned to ask but had not got around to doing so. It has had much longer to build up a smooth-running and efficient operational organisation.

The external affairs department is a student council organisation, and should have priority over others. If not, it at least should be in a position to collaborate with or to advise the forum. There should be no question of the forum 'stealing the department's thunder'; that is the child who is wailing for something that it will not fight for himself.

The information section seems to find itself running into the same problems with the communications department. The latter is just too efficient. The communications department has sponsored the odd panel, colourfully chaired by Williams. There is no reason why the external affairs department

could not do more of the same. The reason that communications has been relatively successful is due to the progressive and alert attitude of Williams, who is always quick to grasp an issue and organize an effective panel.

The main reason for the forum's and the communications' relative success is that they attract the thinkers and the people with ideas. Macmillan seems convinced that there are a maximum of students working in his department, and that there has been little problem finding recruits. On the surface, this would seem to be a correct analysis.

In late October, he called a meeting to which he invited all those interested in external affairs. About thirteen people showed up. They were given at this time a play-by-play description of the department's sections and a self-denunciation by Macmillan. Then they were asked to write their names on a piece of paper, specifying what two sections they were interested in. Most of the students were never contacted.

This leads one to suspect that Macmillan is correct. He does not need 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, Macmillan 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 firing, he seems unable to get much of the work done. While it seems that this problem is one of students who are basically uninterested or incompetent, it also suggests that this lack of popular co-ordination is partially 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. Dismiss some people and try out some who showed up at the meeting. Other departments and organisations, 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 extent of this department's power is awesome and it is difficult for anyone to know what is going on in every section of the department without making it nearly a full time occupation. The fault here lies partly in the powers given to the department, and partly in the organisation of it, a fact which Macmillan is fully aware. He intends to put forth sometime this year a much needed departmental reform.

The basic change, and in this he is correct, is that of decentralization within the department. One proposal: 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 grant of money, and he explained that a lot of this goes to financing trips that are necessary as the CUS and OUS representative 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 separated.' However, while he is in favour of decentralizing the department, Macmillan does not think that CUS should be removed from his jurisdiction. He argues that the information and speakers 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 reorganisation not only desirable, but absolutely necessary. There is little cohesion within the department; it lacks both definite direction and strong leadership. It needs to have 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 organisations, it requires interested and eager members.

Within the college, the student council must, under Macmillan's initiative, clearly define the term of the department's power, notably in relation to the Glendon Forum and communications. The external affairs department is a student council body, with an elected chairman and as its jurisdiction is so great, it must know where it is going. It cannot afford to bumble along; it is up to both Macmillan and council to straighten it out.

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# 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 restricted 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 truer to 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 judgement.'

He sees humanities as being an integral part of a liberal education. It demands both general interdisciplinary courses and

specialized courses. He also feels that the changes allow more flexibility for the individual student to pursue his own interests.

Professor Snow of the Natural Science department feels that there is an 'obvious improvement in that there is more choice'. They give you a chance to even take two disciplinary courses in first year. Professor Snow feels that the general education program has been 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.' It is still possible to meet OCE requirements, but the curriculum is not forced into the rigid 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 (GIL) felt that the new curriculum supports a 'goof-off' attitude just as the old one 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 this 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 activist 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 most people interviewed was that the curriculum changes were good in themselves. They did not solve the problems of the college, but then they 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.

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the student weekly of glendon college

**CONCIL BLUSTERS, COURTIS FILIBUSTERS, DEL BUONO FLUSTERS**  
by Rosemary Soden

Last night Residence Council was faced with a motion 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. Ken 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 became the motion to be voted on. It read: be it moved that Residence Council recommend to resident students of the university that the Resident Council be dissolved.

Do s it appear simple? The results of the voting—4 opposed, 7 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 what procedural haggling and personal pettiness could squeak by the rules of order.

Del Buono introduced his motion firstly because Residence Council is a legislative body, not an 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 a place where eleven house presidents meet to quarrel with each other and achieve little—but argue all night about how nothing gets done. It is but the battlefield where feuding presidents use their knowledge of procedure 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 tackled, in the main, mundane problems.

F house Hilliard President Pat Shaw said she had never thought Residence Council was to be a revolutionary force. Henri Nadel, B house Hilliard, added, 'if we won't do the mundane jobs, then the administration will have to do them, and soon they will justifiably be sending down pronouncements on high.'

'Justifiable,' echoed Gary Watson, C house Wood Don, 'because we'd be abrogating our responsibility in

refusing to be bothered with day-to-day problems.'

Watson 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.

'And when something affects everyone in residence? What do you do then?' interjected four other council members. 'I think you call a meeting of what suspiciously looks like Residence Council,' they concluded.

At this point Andy Graham, GII, spoke up from the floor.

'This college,' he said, 'is supposed to be oriented towards the public service. How do you learn to be a public servant? So far we're only learning to be manipulators of power, to be bureaucrats, to de-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.