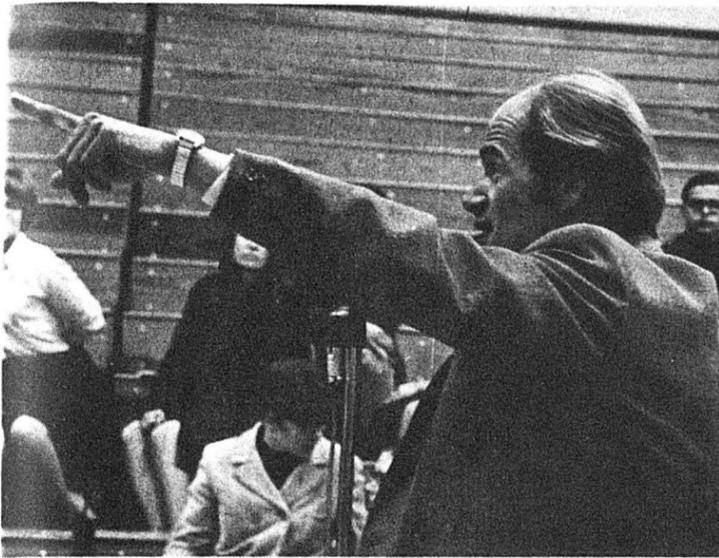


at Lister Hall meeting



These are the faces, the emotions, and the settings of U of A's CUS action

jots and the tittles of what CUS does, because I am hopefully one of its strongest critics.

But one of the things it is doing is providing resources for local student groups to develop effective programs on their campus, if those campuses, and those student governments, decide they have a role in the university and in the broader society determining the course of education in Canada, in the future.

They are accepting the responsibility for helping to extend education.

And so I'd rather not think of myself as the president of CUS, but as a person coming and talking about some of the things that are happening on other campuses. And some of the things which the central office in Ottawa can help other campuses to do.

Now I don't know the whole story of what's been going on in

Edmonton for the past few years.

The last time I was through was during the Congress in 1963, but I do know that Edmonton as a campus, especially in the last year or two, has been one of the groups which has been trying to get CUS more directly involved, and get out of the mickey-mouse stuff, and begin to try and confront students with the questions that have to be decided about their education and about their society.

And this is a concern which I think has changed CUS to a certain extent. And it is a change which I fully support, and try to exercise some leadership in.

But I think it's mainly a decision for people here. It's a question, in some ways of drift, or mastery, over your own life. It's a question which can—(the microphone slips) that's an example of drift—be talked about in extremes.

One of the points which is

usually made—and I think Branny will probably talk about it—is CUS involvement in international affairs.

Well I think there is a point here, and it was brought up at the Congress.

And that is if you want to have any kind of relation with colleagues who might be at a university in South Africa, it isn't adequate for you to write them and say "How are things in South Africa? Let's talk about academic freedom, and let's exchange newspapers. And let's perhaps do a course study. What kind of course studies do you do in Capetown University?"

The thing about students in South Africa is that first of all they are all white because the blacks can't go to universities.

And secondly that the National Union of Students there—if you want to have relations with them—you have to take the right stand on the government in South Africa, because the government is a fascist government. A government based on racialism.

A government which has closed off free speech in much of the university community.

A government which would ban, perhaps the majority of the people in this room, for having communistic ideas, because they are liberal, or because they might consider some form of integration of the races as possible.

And so you can't dissociate student issues from broader issues like the Bantustans where they put 80 per cent of the blacks onto 15 per cent of the land in South Africa.

And this is not much different from the Indian reserves in Canada, and the education of the Indian in North America, who is assimilated by almost any educational process he can go through.

Well you could say these are educational issues. But you're stretching it aren't you, because you know they have societal roots.

And if you're going to get up an interest in the education of the Indian in Canada you're going to have to tackle Indian Affairs, the reserve system, and educational opportunities for Indians.

Or what I would hope you would do is try and provide the kind of support for Indians so they could tackle those problems.

That's just about all I want to say. I want to keep it on the level of a discussion of what student unionism is and what I think student governments should be doing.

I think it is totally inadequate in this day and age for student government to be an umbrella organization that dispenses grants on the basis of no very-well-thought-out philosophy to all sorts of student groups.

That might be part of it. But every time that money is given out, or every time that resources

are utilized, or every time that people work on a project, they are making tacit decisions about priorities for our lives.

And if this is true, then I think that time has to be given to discussion of those priorities.

And I should hope that you will decide that some of the priorities in the academic community concern access to the university and the quality of education in the university.

In answer to a question on international, national affairs, and CUS financing Doug Ward had noted the highest priority for any project not connected with university and educational affairs was twenty slots down the list. He goes on to talk about the CUS budget and U of A's missing \$7,000.

It is very difficult to argue that point now because we could hardly start anywhere else except \$7,000 in the red. But as far as changing the priorities, I don't think it will do that.

The Congress was of the opinion that this is a competent area of involvement for the student mainstream movement, and not just for the radical left or the radical right.

And as a result of this it just means there will be less money for all programs and this means international programs included.

A couple of points on the resolution on Vietnam (Branny Schepanovich had criticized this resolution for taking an international political stand).

It also condemned the terrorist methods used by the National Liberation Front (Viet Cong) in South Vietnam. It strongly supports the struggle of Vietnamese students and people for free elections to elect a government that will carry out social and political reforms.

It deplores the intransigent attitudes towards negotiations taken, for different reasons, by North Vietnam, South Vietnam, and the People's Republic of China, and calls on all parties to cease hostilities immediately, and to agree to negotiations based on the Geneva Settlement.

It endorses the total withdrawal from Vietnam of the troops of the U.S. and her allies, the withdrawal of troops of the Democratic Republic of Vietnam from South Vietnam.

It supports the establishment of a democratic government in a reunified Vietnam which will be capable of creating conditions of independence, social justice, economic progress, according to the will of the Vietnamese people.

Now I really feel that the principle of involvement in international issues is the issue that we've been discussing and not the extent of that involvement. CUS involvement in terms of money or any of

things you can define as power is quite minimal. I would prefer, having been in charge of CUS International Affairs, full-time, for a year, to have CUS much more involved.

But the Congress established priorities, and they established international affairs as low on the priorities. This was, I think, a reflection of the work done by the Alberta delegation over the summer.

But the Congress would not say that we have no responsibility in international affairs, because the Congress decided that there is an inter-relationship between these issues.

And what I would like, perhaps being idealistic, or Machiavellian, or something, is that a campus like Alberta, which has these feelings, would be able to work constructively with the union in order to bring about changes in the kind of Congress we have, in order that the time would be divided up a little more evenly.

While the Education Affairs Commission is meeting so also are the National Affairs and International Commissions.

And so, since the Education Affairs Commission lasted for days and days, the others begin to make work for themselves.

As a result you get a pile of resolutions in these other areas which aren't priorities.

But, I think, the telling thing, and this is where my major disagreement with Branny is, is that the Congress as a group from all the regions established a list of priorities, and that list of priorities puts educational issues at the top.

And those educational priorities are going to get 75, or 80, or 90 per cent of the work.

And then there's the Indian Affairs program, and that's next. And that's maybe 10 per cent of our work.

And then there's international affairs, and our work there is mostly relations with other student groups.

As far as the resolutions at the Congress are concerned, I don't agree with some of them, including the one on South East Asia. I fully agree with the one on Vietnam.

But I think then what we've got to do is get more rigorous people at the Congresses, who can say "we've competence here—work on it," or, "we don't have competence here—shut-up."

But I don't think in the kind of student community we have—and the need for that student community to establish its responsibility and not put terminal boundaries on it—I don't think we can dissociate ourselves from national and international issues. But the priorities show where we're going to go.

... The Man

streamed out well before grade XII or XIII," he says.

PRE-SECONDARY CONCERN

Doug says one of the hopeful signs of CUS is that the organization is becoming concerned about pre-secondary education as well as post-secondary education.

In fact, he says, the 30th Congress of CUS passed a resolution calling for the improvement of the quality of secondary education and for the provision of free medical, recreational and eating facilities for all school children.

"We have to concern ourselves with accessibility to and quality of education at all levels."

But there is more to Doug than his belief in univac.

His easy-going, happy-go-lucky appearance is in direct contradiction with the fact he has worked as a roughneck on an oil drilling rig in Alberta, as a pulp and paper worker in Northern Quebec, and as a junior forest ranger in Northern Ontario.

PART-TIME PREACHER

Even these are contradictory to some of his other activities—he spent a summer as a student minister in Northern Alberta and another summer with a French congregation in Quebec.

He was president of U of T's student administrative council, the Ontario region of CUS, and was chairman of the U of T

World University Service committee. He worked on the establishment of the Canadian Overseas Volunteers (now Canadian University Students Overseas). He spent 15 months as a CUS associate secretary in international affairs, mainly developing the CUS South Africa program and policy. After his election as CUS president, he worked eight months as



assistant registrar and director of student services at U of T.

Such a background, in Doug's own words, "should be enough for anyone."