

A sane dialogue on the ACSA question

FREEDMAN: As far as I'm concerned, we are a committee, not an elected body, and we have no real powers. Such a committee should never be opened.

WILLIAMS: They may be an appointed committee, but the manner of their selection does not negate the responsibility of the members of the ACSA to answer to the students for their actions. I believe you are hiding from your fellow students.

FREEDMAN: Why do you allude only to students when ACSA is made up of 12 students and 12 faculty?

WILLIAMS: The only concern of ACSA is student affairs. And therefore they have a responsibility to the students to defend their views.

FREEDMAN: I can agree that the students should know how each individual votes. I think you should remember that



FREEDMAN

when ACSA gives advice on a particular subject, it is not usually a vote but a consensus opinion.

WILLIAMS: If someone accepts the responsibility of being a factor in the decision-

The Advisory Committee on Student Affairs (ACSA) was set up to give advice to President Ross. Last year, and again this year, the members have been split (sometimes bitterly) on the issues of opening ACSA to the press.

Below, Excalibur records a dialogue between two student leaders. Mel Freedman, president of Founders, voted 'no' on the resolution to open ACSA. Glen Williams, communications chairman of Glendon, presented the resolution and resigned when it was voted down.

making process he must be prepared to explain his actions to the community, whether he is a first year representative on a college council or the president of the University.

FREEDMAN: Do you feel members should be elected (both students and faculty)?

WILLIAMS: You are missing the point. I would again say the manner of selection is irrelevant. These people are making decisions but the community cannot call them into question. If we want to have them elected, we should work on that later. Right now ACSA must be open.

FREEDMAN: It's a matter of semantics. It's not decisions they make but advice they give. Also, the point has to be clarified whether responsibility infers election or not. I think it does. The people on ACSA right now do have the best interests of the student at heart...

WILLIAMS: Save us from our protectors!

FREEDMAN: ...and I do feel we should know what

Dr. Ross does with our advice, meaning that students who don't agree with their advice should be able to react and give their own advice to the president.

WILLIAMS: Okay then, how would you justify students as individuals not on the committee being allowed into the meeting.

That is, if it is only the collective decision that you're interested in, why allow interested students to attend and possibly spread rumors about differences within the committee. Is it fair that students who have the time can go while students who don't cannot read about it in the press?

FREEDMAN: I think your attitude will force sincere people to leave ACSA.

WILLIAMS: Then let them go. They're not the type of people I want to see on ACSA.

FREEDMAN: I think that's a poor attitude. ACSA should have the best people, and the best people are often "camera shy".

WILLIAMS: In a democracy even if the technicians

are the "best people" they, are not always given the decision making power. This is not necessarily an efficient way to run things. But then again this is not Hitler's Germany. If the only prerequisite to membership is expertise, then the students should not be sitting on ACSA.

FREEDMAN: In a democracy people are elected --so get them elected. Secondly, Who knows more about students than students themselves? Aren't they experts?

WILLIAMS: I do not base my claims for democracy within the university on the supposition that students are experts. I base them on the premise that students are members of the university community and as such are entitled to a stake in the decision-making process.

FREEDMAN: Again, you should define your terms. You use the term decisions - no decisions are made.



WILLIAMS

WILLIAMS: I disagree; ACSA members are a factor in the decision-making process and they cannot hide behind a wall of secrecy whether they are elected or not.

FREEDMAN: You should define functions before you allocate authority.

A Chance for the Children of Cabbagetown

by Anita Levine

Regent, Shuter, Trefann... dead end streets for Toronto's Cabbagetown kids. But with a little help from sympathetic university students, some underprivileged children are learning to say Opportunity town.

The Toronto Educational Encouragement program provides youngsters referred to them by the area public schools with a volunteer, usually a university student, who works with a group of two or three children one night a week.



During an outing with his group, Tommy squints for the camera.

PHOTOS BY THE CHILDREN

The students and their charges are allowed the use of the schools' facilities but the program is not always confined to reading or spelling practice.

The evening's action may include anything from a games session to a trip to City Hall.

Despite their downtown location, the children do not have much chance to get away from their surroundings, and look forward to outings with their group leader.

One eight year old boy, awed by the view from the City Hall observation deck, turned wide-eyed to his counselor to ask, "Is that the whole world?"

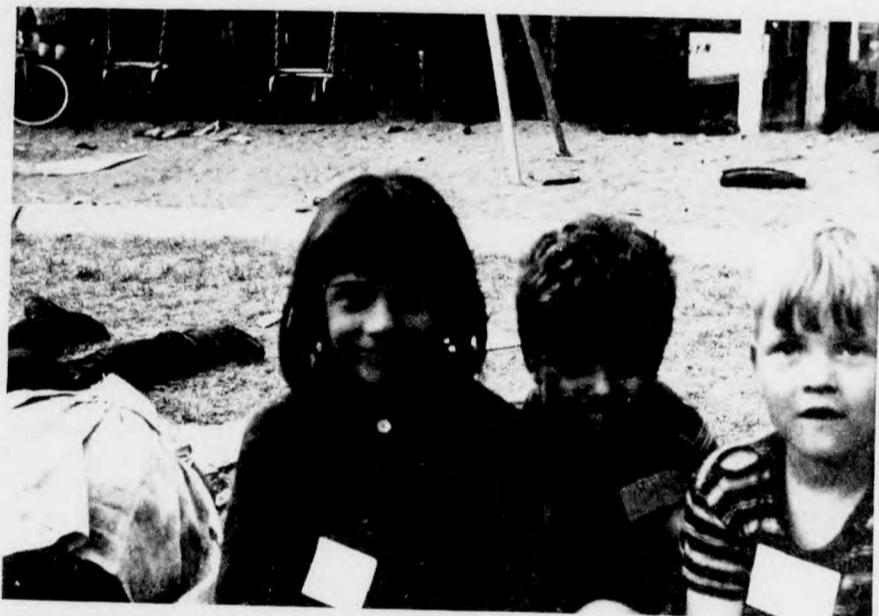
Larry Davies, a fourth year York student who is active in the encouragement program, recalls taking his group down to Yorkville one summer day as a special treat.

"They were having such a good time, but their clothes were obviously old, ragged...the kids couldn't help it...they just looked poor."

"It was the first time I ever saw the hippies down there look at anything besides each other."

The winter program is now underway, with volunteers coming from York, U of T, and teenagers in the area.

If you have one evening a week to spare for arithmetic, cowboys and indians, call the man in charge of Toronto Educational Encouragement Incorporated, James G. Steele, at 364-6915.



Playing in Trefann Street park is more fun with your leader.

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