

Contributions:

Koster on new president, board membership

By PAUL KOSTER
CYSF President

At this time there are three students, members of the board of governors and the senate engaged in selecting the next president of York University.

When the list of candidates has narrowed down to approximately five, the selection committee will report back to the senate and the board.

At the last senate meeting it was decided that it would be an open meeting of senate with an open discussion of the candidates.

There is then to be a vote on the candidates for a preferential list that will go to the board and the selection committee.

In this stage, that of preparing a preferential list, the students have been neglected.

The students too should have an open discussion and vote a preferential list in order that the students on the selection committee will know better which presidential candidate the student body wishes to support.

This issue leads us to the question of whether or not students should be represented on the board of governors.

If we are to fully participate in determining the future of this university, then it would seem necessary (given the maintenance of the present uni-

versity power structure) that we have student governors.

At this time we are not sure of the jurisdictions and powers of the board since all meetings are closed and all detailed minutes of their meetings confidential.

The problem is whether we should ask for student representatives and or that board meetings be open to the York community.

Of course, at these open meetings, spectators must be allowed to speak.

At present, there are no formal links of communication between the board and students. In the past, president Murray Ross attempted to interpret and transmit student opinion to the board.

This does not seem as adequate or as desirable as being able to express our own feelings and opinions.

Students must be permitted to participate in all aspects of governing their university community. This should include participation in the board, too.

The Council of the York Student Federation will be holding a general meeting this Wednesday at 3 p.m. in Winters Junior Common Room to decide the position students should take on these issues.



A notice to the bird-watching minority

There is a bird,
A bird that sits upon the parapets of York
And notes well the passing of the throng,
At intervals emitting warning cries
To soothe and satisfy the Lords within
That he is on guard, on guard!
Indeed, within himself aspires to be Lord-like
Even, forsooth, the Lord himself!
Beware! ye minions far below;
Look upward to that parapet
Lest you forget
That birds may rule
Though they but sit and watch
Emitting their staccato Telegram of fear.
— A. Nonymous Atkinson

Mass meeting democracy dangerous so let's try electronic participation

By JOHN MALY

Participatory democracy is great, but why use such an archaic method as "a mass meeting"?

Haven't you ever sat in a lecture hall with a couple of hundred people and noticed the "efficiency" of the dialogue (if there was any at all).

Personally, I get hung up in large seminars because it takes a lot of time, patience and hard work to expose the assumptions that all the sides (and there are more than two sides to every question) are basing their arguments on.

A meeting of 700 people scares me — that's just too much work. In fact, mass meetings are dangerous.

A smart demagogue could manipulate a mob like that quite easily into voting for the abolition of voting.

Perhaps CYSF should consult a sociologist regarding group dynamics before they allow each other an attempt at controlling the mob at York.

And of course, if they introduce rules of order, nothing will happen except for a political game. If you don't know what I mean, visit City Hall, Queens Park or the Parlia-

ment in Ottawa.

So let's have electronic, unstructured participatory democracy.

Announce the problem one week before the vote is to be taken. Give all sides equal access to the information distribution processes (newspaper, lectures, announcements, duplicating machines, etc.) and let the students and faculty talk about it while they are waiting in the cafeteria lines, while they are standing at urinals, while they are relaxing in bed or while they are walking to class.

Then they vote (and don't forget that there are more than two sides to a question). And use computer cards — that's what those electronic machines are for. Organizing and computing 5,000 cards in a computer is not unwieldy.

Of course the student council would become a service committee, a sort of bureaucratic focal point for the York community, rather than being a decision-making and policy-forming executive.

But isn't that what student councils are asking of university administrations.

Dare student councils demand more of themselves?

Method must provide 'total' education

Involvement/Experience teaching is near-perfect

By RUTH GALLANT

The journals of the teaching profession are filled with complaints about, and comparisons of the various methods of educating children. The one method which seems to be the one recognized as "near-perfect", as well as "impossible", I shall describe briefly here.

The requirements of this "method", which, for the sake of convenience, I shall label the Involvement Experience Method, may be enumerated as follows:

1. The teacher should begin the process of education at as early an age as possible, as it is generally agreed by professionals today that the child's learning capacities are greatest before the age of six.

2. The teacher should be responsible for only a very few children, certainly no more than four.

3. The education process should not be restricted to only a few hours a day, excluding weekends. Valuable educational experiences must be had whenever possible.

4. The teacher must become emotionally committed to each child, this to be accomplished by meaningful and mutual communication.

5. In order that the socialization of the

child not be totally controlled by one teacher, it is highly advisable, almost imperative, that the talents of other teachers be called upon occasionally to supplement and complement the child's experiences and widen his area of social contact and awareness. (This provides a marvellous opportunity for introducing the child to areas of study in which his own teacher is not sufficiently knowledgeable to make the encounter meaningful.)

6. The child should be able to develop a feeling of trust for his teacher, and to facilitate this it is essential that the same teacher-child unit should exist from the very first educational experiences until the child is able to assume gradual responsibility for continuing his education as a "self-educator".

As can be seen, the chief requirement of the I/E Method is that it provides "total" education. The teacher must be both qualified and dedicated, able to provide the best possible environment for learning and growing. There are, of course, many problems involved if one is to set up a school of this kind. However, after much deliberation, I have decided to make this my life's work; for this reason, I am here at York

absorbing all I can to ensure the success of my venture.

Can I do it? I believe I can. I am working desperately hard to make myself as capable as possible, and my confidence increases (with only minor set-backs) as the days pass.

But what of the "establishment"? What of the existing "education" system? Will they permit such an experiment? I think yes. Although conflicts will arise, there are ways of surmounting them, and when one is passionately determined to do something, there are few obstacles, if any, which may stop one altogether.

The one problem which is at yet unsettled, however, is that of my future students. Where am I going to find parents as enthusiastic as I am about the I/E Method? The solution to this is relatively simple.

Woman, by virtue of her sex, is endowed with the incredible ability to make babies. Being a woman, I see no finer way of procuring students. My future husband's cooperation in this and other functions of our school will make it both enjoyable and productive. Together, we will be "teacher", both of our children and each other.

It is an exciting adventure I am prepar-

ing to begin, and I thought perhaps that by sharing my dream with your readers, I could at least make them aware of one of life's greatest professions.

But now I come to the issue which prompted this letter. Browsing through the October 2 publication of EXCALIBUR, I chanced to read an article to which I reacted with a mixture of confusion and fear. The article to which I refer is "The Woman Market", by Victoria Smith and Judy Fitzgerald.

But, you ask, "Why fear? Why confusion?" Simply this; firstly, I fear that many will believe the article's insistence that motherhood is "boring", a thing to be avoided, and, secondly, I do not see the connection between the probably valid criticisms of the advertising practices of the commercial sector of our society and statement that "The daily work of the housewife is generally boring and repetitive — and certainly doesn't require much thought". It is to a great extent due to the constant repetition of this latter statement by women's "rights" groups for over 100 years that woman is now so convinced of her lowly and undesirable position that she has become an innocent victim of the hungry jaws of the business world.