By ANDY GRAHAM
In the exercise of democracy one vote can make a majority, according to the theorists. However, this rule found application in Tuesday's Presidential election, One vote won the Presidency for Al Whitley FAS IV. With a turnout of approximately 60 percent Whitley received 203 votes while Rick Schultz received 202. Breaking the vote down in percentage terms Whitley received 50.803% of the 403 ballots. There were 33 spoiled ballots. Most of these were not counted because they were blank.  
Chief Returning Officer Di Borrelli checked the ballots several times and was satisfied that the vote was the correct one. The results are not official until they are approved by Council.

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Chosen council chairman were: Harley Lappin, W1, public affairs; Dave Swayne, M.A., 2, academic affairs; Judy Rekal, W1, cultural affairs; Don Ingham, M.A., 2, social affairs; Murray Young, W3, athletic affairs; Roger Rickwood, M.A., 2, constitutional committee.

The initial part of the meeting established the need for a constitution for a Winters College Council and the necessity of an interim council to handle the affairs of Winters College students until this constitution could be drawn up and ratified.

After determining what specific areas this council would need to deal with, a motion was passed with the result that the council was already in operation.

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Dear Sir,

Don Long

I don't blame the registrar for your decrease in student population (PRO TEM, October 1). After all, many don't want to be politicians and don't want to become politicians or civil servants.

Dear Sir,

Bill Siprell

I thought Whitely had a better campaign. His posters had points and Schutz's just had his name on them. But I didn't think either campaign was good. I made my decision on what I read in the policy statements.

Shirley Booth

It's really hard to say. They led such terrific campaigns. But I think I have to say Schutz. I saw him around more and heard more of his ideas through the doors with kids. Whitely seems very competent, but didn't say much to me. Julie Suleiman, Hist II

I didn't go to the speeches but I heard more about Whitely. Whiteley's campaign was more entertaining but not his issues. Schutz did neither, really. I read both campaigns. Schutz's campaign was not professional but I can't really remember what they said. I can vote tomorrow, can't I?

Robert Bedard

Poli sci III

I'm not afraid to voice my opinions. I thought both campaigns were run on generalizations. Whitely—the Responsible Candidate; Schutz; the Uninformed Candidate. There was very little about the issues. In this election Whitely was more concrete, though the issues were basically the same.

Peter Gussen, G II

Letters
Faculty unions mean student power

By PETE WARRIAN
CUS President - Elect

The educational process is the raison d'etre of an educational institution. Education is the rationale for the students' presence there. The educational process therefore is the essential process of the institution—be it a university, an institute of technology, a community college, or whatever. A student movement must be active if it is to influence the educational process.

Student organisations within an institution have often been likened to trade unions. This suggests a political model of a pressure group. Within an educational institution, the students can be considered, one pressure group the faculty a second and the administration a third. Following a pressure group model sets up a closed political milieu within which the various groups contend for decisions in power in their own self interest. Within this closed system centres over benefits for the particular groups; there is no critical debate of the overall direction of the institution. The overall direction of the institution is to be assumed, the pressure groups function within this assumption, and the university drifts along.

Our goal is not pressure group politics for our educational institutions. We seek an integrated process of the institution, critical debate, and conscious decision-making to the direction it should follow. Towards this end, a better political model to follow would be worker control, rather than the trade union model. Worker control would then mean student control of the institution. These are the persons most directly concerned with the essential process of the institution.

The ESSENTIAL FACULTY

The faculty is not a homogeneous group; it can be divided in three. At the top are the academic administrators, i.e., the deans and departmental chairmen. This group has major control over the means of coercion over the rest of the faculty; the tenure system, appointments, research grants, salaries, etc. The academic administrators usually only interact with students in formal ways.

Next, there is a relatively small group of semi-independent faculty, many full professors, who are mostly engaged in research or research seems to be their prime concern. They should be dealt with much as students, or if they do, it is usually with graduate students rather than undergraduates.

Thirdly, there are the 'workers', the teaching faculty. This group is rewccted with the frustrations and tedium of the mass classes, the lecture system, and making exams and papers. They are mostly assistant professors, lecturers, and the teaching assistants. It is the latter group, i.e., the teaching faculty and students, who are directly involved with the learning process and it is they who should have ultimate control over the institution.

THE DISCIPLINARY UNION

Consequently it is our task to produce a strategy for this student-faculty group to contest for a portion of power. The first step is to establish links between the members of this group. Toward this end, we don't deal very much with the students within the discipline that are their majors. It is our intention to set up another independent body to pressure the Department. What is needed is the present definition of 'membership' in the various disciplines and its establishment. In the teaching assistantship, for example, the students should be sitting on the various faculty councils and their committees. It is best if this student-faculty role be developed to include the students which are majoring in that field. As members of the department, then, the students should be sitting on their departmental committees. Of particular importance would be to gain membership in the curriculum committees, in order to begin getting at what is taught and how. Student unions within the disciplines are the best group to develop course critiques and evaluations. There is the possibility for committees to be formed around each of the courses for this purpose and to act as a means of continual evaluation of what is going on in the courses. An individual student can accomplish some things within a course, but there are severe limitations as to what one single person can do because of the limitations of his resources, and besides, he is in a very precarious position if he is alone in facing the problem. It is best if this organizing and collective action if they are going to be effective in the long run.

Beyond this level of criticism, the student-faculty unions should endeavour to engage sympathetic professors and teaching assistants in experimenting within their courses. In addition, experimental courses and experimental learning situations can, and should, be set up and put into practice such ideas as student-centered teaching. At the departmental and interdepartmental level, the disciples themselves should be brought under criticism. The meaning of the concept of 'social science' has it a uniqueness in its subject matter that makes it different in kind from any science? If the methodology or techniques used some-thing other than those of other social sciences, then the same logic of validation as in all other sciences? These are some of the sorts of questions that need to be answered. While doing this, however, we must not fall into the trap of just setting up another 'interdisciplinary' course that will ultimately only reinforce the present fragmentation of knowledge that goes on in our schools. We want to consider the question of social science. For instance, we don't want to reinforce political science, sociology, economics and psychology each in their own little bubble.

THE STUDENT GOV'T ROLE

The disciplined student unions must be rooted in student participation down to the course and classroom levels. When an adequate base of this sort has been built, then a push should be made on the various faculty councils and their committees. The student government would play a facilitative role throughout this process. It should be a coordinating body involving the skills and personnel, i.e., materials on the various faculty councils and the CUS secretariat.

At the student government level, the student bodies should continue to engage in the struggle to democratize the educational process. The student government would be a continuing concern with the structure and activities of the various Faculty Councils and the various Administrative Committees.

N.B.

The Inter-Varsity Christian Fellowship and York Student Union will meet to-day at 12 noon at 12:45, Room A 107, to discuss the Road and the Beaver Patrol.

October 14, 9:00 p.m., Room A and White society should be set up in a concert in our White society. Room A 107.

October 17-21, Room A, 12:00 P.M. to 2:00 P.M. Poster Series: The Tea Party, Old Dining Hall.

Professor Broadbent of the political science department, York campus, will speak on the topic, 'Student Power and Social Bias' Time: 4:00 p.m., Thursday, October 12, Room A 107.

The student government has appointed as the woman responsible for the care of patients admitted to the Glendon College Infirmary. She will still be called in the first instance.

Professor Broadbent will speak on the topic, 'Politics and Sources of Bias'. Time: 4:00 p.m., Thursday, October 12, Room A 107. Sponsored by Glendon New Democratic Club.

Share comes to Glendon October 16 to 21. See Tom West for details.

October 7 and every Saturday afternoon until Dec 20, Modern Theatre Workshop, within the 'Studies in Modern Theatre' series offered by the Centre for Continuing Education at York Hall.

Walter Gordon, President of the Faculty, will give brief address to be followed by a question and answer period, Old Dining Hall, Glendon College, tomorrow.

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858 Sheppard Ave. W. 636-8152

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Delivery 1 a.m.
Any size of Pizza

S P R I N G G A R D E N R O A D

THE BEAVER PATROL

York Hall
Glendon College
Saturday, October 14
9:00 P.M. to 12:00 P.M.
Girls $1.00 Guys $1.25
The following is an excerpt from a recent Board of Directors meeting during which the subject of varsity team names came up. The directors were seated around a central fire, enjoying a meal of marasmallowas. In true York fashion, a player representative is present, in this case the team manager. The principals are obviously not entirely in agreement as loud mutterings and protestations are audible; one is grabbing a rope. The first guy speaks...

First Guy: Gentlemen, we now come to the heart of the meeting; the name game, (loud laughter). It seems that the players on our varsity team have been complaining that they lack an identity in other words, a name. Our honoured guest has agreed to fill us in on the details and, Second Guy: C'mon let's get the show on the road. I still have to pick the kids up from school. Anyway this whole thing is your fault, What's wrong with the name Wonder, uh Windyglow, err Windy Windy.

Team Manager: See, see the problem is he can't pronounce it. What about some poor undergraduate taking French? What is it? Windigoe sounds like a so... windigoe.

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