

letters

CONTINUED FROM PG. 7

should financially support graduate and not undergraduate students is poorly informed and a crude attempt to divide the student body at York.

Finally I would just like to add that CUEW Local 3 intends to bargain a substantial wage increase for both bargaining units, not just Unit 1 as reported.

—C. Doyon
Chairperson, CUEW Local 3

Wake up, people

Editor:

It is a most appropriate time to announce to fellow York students that the coming 1984-85 school year is a much anticipated one for Faculty of Administrative Studies students. In the coming year, the results of a report conducted by York's new Provost, Mr. Tom Meininger, will be released. This report deals with a comparison of a college system versus a faculty system of fund allocation. Does our present system display an equitable distribution of funds? Business students think not.

The present college system of fund allocation at York provides the Business School with a minimum amount of funds while neighbouring Osgoode receives a substantially greater amount, based on the fact that Osgoode has an undeniably strong reputation and attracts many students to York University. It is strongly felt that the Business school should receive the same treatment.

York's Business school has recently been ranked as the best business school in Canada. Each year more than 600 students apply to the B.B.A. program and a substantial amount apply to the M.B.A. program. However, the Biz school attracts far more than these students. There are students in undergraduate study who plan to apply to the

business school some of whom do not even apply. Face it, competition is fierce out there! Why is there such a high demand for acceptance into the Business School? The answer is obvious—York's Business School has acquired a proven reputation for producing high quality business students.

Thus, the demands for more funds are unquestionably justified. The Administrative Studies Building can attain more funds by either becoming its own college or through a change in York's system of fund allocation. Whether this will be accomplished next year or not is uncertain—what is known however, is that Business students and their representatives will be louder and more vociferous than ever in their demands for the coming year.

—Danny Smith
Student Senator,
Faculty of Admin. Studies

Tough together

Editor:

We are writing to express our disappointment in the article in last week's *Excalibur* ("York graduate students run 'Get-Together' program for kids") that unfortunately fails to capture the unique qualities of our program. The Saturday/Summer Get-Together.

Our disappointment is all the stronger because of the lack of publicity this program receives within the York University community. We feel a response is essential because of the importance of the Get-Together to this university: it offers a strong and valuable link between the university and the adjacent Jane-Finch community, and it provides a rich opportunity for future educators to take on the challenges of providing the best possible education for all people.

One of the fundamental reasons

d'être of the Get-Together is the concept of integration. The philosophy behind integration is simply this: "handicapped" children are firstly children and only secondly "handicapped" by some mental, physical, or emotional problem; they should not be denied the enjoyment and benefit of the company of their "nonhandicapped" peers, and vice versa.

Crusaders for integration have seen too many children stagnate mentally, physically, and emotionally because they are defined and confined by some label, and slotted into an institutionalized existence on the periphery of society. On the other hand, we who are "nonhandicapped" remain largely unaware of this hidden 5 percent of our population. When we find ourselves in the presence of a handicapped person most of us react with discomfort, embarrassment, pity and/or guilt about our "normalcy."

Complete integration is a complex issue and the subject of much debate. We wish to state that the Get-Together is trying to eradicate some of the misunderstanding surrounding this issue by providing a non-competitive, caring, stimulating environment for all kinds of people to get together and learn to care for and respect each other, all within an atmosphere where differences are valued.

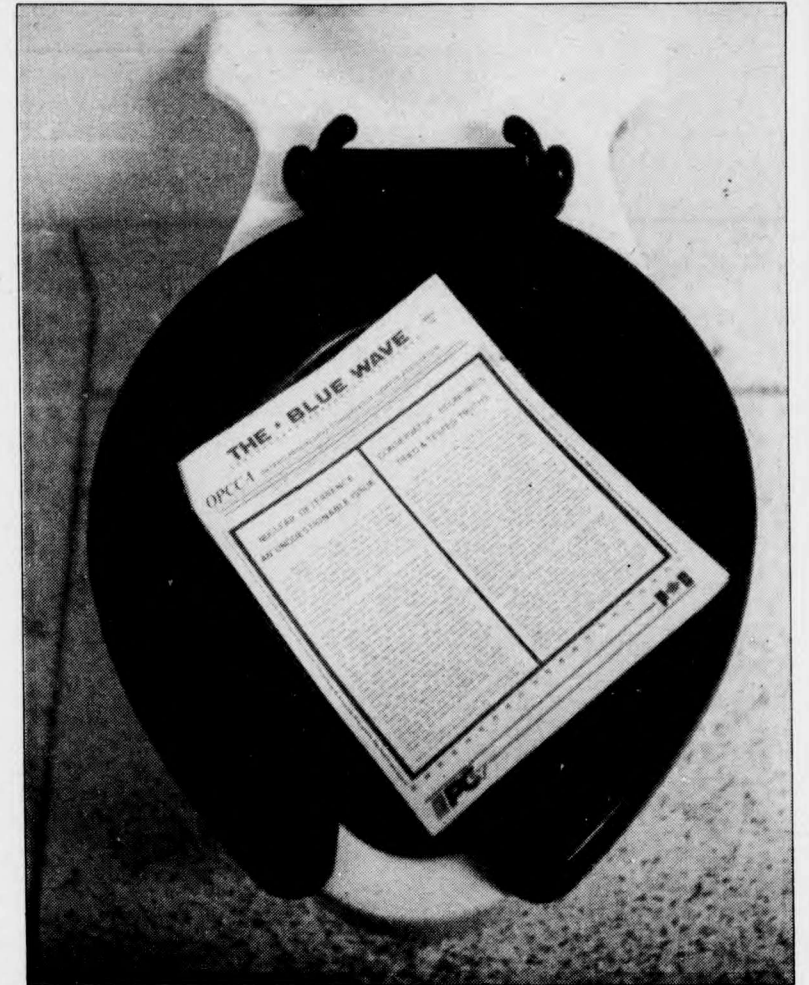
We would also like to correct the implication that the program operates within a hierarchical framework. The Get-Together is not run by two graduate students; it is led collectively by five students, of varying educational backgrounds, who devote great effort to every Saturday during the school year, and who therefore all deserve mention as committed, innovative educators: Sally Barrow, Liz Stewart, Susan McCourt, Ofer Arad, Ron Ballen-

tine. The Get-Together as a whole functions as a democratic community that demands the participation of all the children and adults in decision-making and problem-solving.

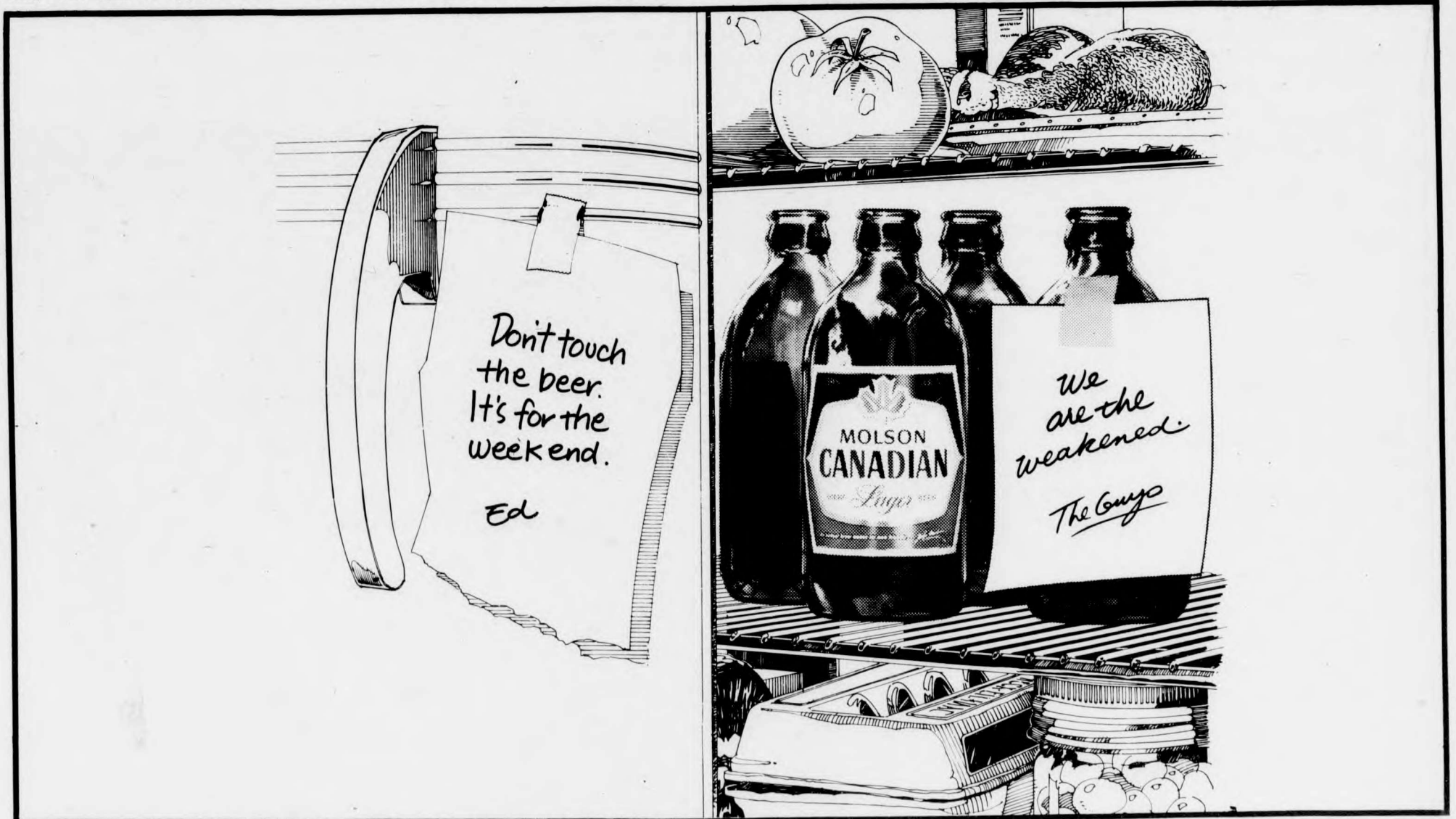
Finally, we wish to offer a more appropriate final line than the inaccurate "The parents love the program because the kids have a

good time." Rather, the parents love the program because their children, both handicapped and non-handicapped, show noticeable improvement in their ability to communicate and interact with a wide variety of other people.

—The York University Saturday/
Summer Get-Together Staff



One would hardly expect such a large wave in such a small body of water, but there it is. Is this where conservatives go surfing?



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