

York, Seneca join in new education program

By Denise Beattie

The Early Childhood Education Program at Seneca is joining forces with the Bachelor of Arts Program at York to produce a single, shorter method of obtaining both degrees.

Before this proposal, students wishing to have a university degree and to also qualify as Early Childhood Education (ECE) workers, have had to pursue separately a three year BA at a university and the two year ECE program at a community college.

The York-Seneca program proposes to combine BA and ECE requirements into one integrated

four-year program drawing on the resources of both institutions. Participating students will first complete two years of the ordinary BA program in psychology at York, then divide their third and fourth years among ECE courses at Seneca and a total of about 500 hours of fieldwork in relevant Toronto-area institutions.

Nursery schools, centres for atypical (handicapped) children and daycare centres of all kinds will be utilized for fieldwork. Co-ordinator Mary Stewart Van Leewuen, associate professor in York's psychology department, says that the daycare centre at York will most

likely be used, however she said "it is convenient but it is valuable to experience all kinds of daycare centres."

There are increased opportunities for graduates of this integrated program. They include not only the standard ECE positions open to diplomates (daycare, nursery school and atypical child workers) but also the possibility of becoming nursery school or daycare supervisors or, with additional training, kindergarten teachers or instructors in community college ECE programs.

The upcoming class at Seneca will contain a maximum of 25 students and must have at least fifteen to be

offered. It will be an actuality for the first time next September and about 50 to 60 applications have already been given out. The application deadline has been extended to January 14, 1978 from its original November 25, 1977 and is therefore

still feasible for interested, second-year students.

As well as requiring acceptance into York's BA programme, potential students must acquire provisional acceptance from the York co-ordinator and must also go through a screening-process at Seneca. Academic standing is not of singular priority so that candidates will be interviewed, questioned about their interests and relevant skills, their previous experience and given hypothetical situations to resolve and comment on.

Seneca presently has two ECE classes of 25 students each, chosen out of about 500 applicants.

Information concerning this program and applications for next year may be obtained from room 240 of the Behavioral Sciences Building or students may contact the York co-ordinator, Ms. Van Leewuen, at 677-2592.



Chiropractor joins health services

By Wendy Pinder

Chiropractic health services are now available at York, with the addition of Dr. Kilgannon, D.C. to the health services branch.

Chiropractic concentrates on the musculo-skeletal system of the individual, and considers all other body systems.

It deals primarily with anatomy, the skeleton, muscles and nerves and with those organic problems which respond to chiropractic.

The prime objective of the chiropractor is to normalize the nervous system by relieving stress from kinetic problems like joint dysfunctions, muscle spasms, traumatized areas, and headaches due to stress.

As a patient you do not need to

have a particular physical problem.

Chiropractors do postural evaluations and treatment which "allows the body to function as



close to normal as possible", says Dr. Kilgannon.

Kilgannon believes it necessary for a chiropractor to be on campus "because of the high density population of young people undergoing continuous physical and mental stress encountered in an academic surrounding".

These problems often cause muscular tension and headaches.

This service is provided by the university and is completely covered by OHIP. It is located in Room 211, next to the medical services in Vanier College Residence.

Doctor Kilgannon is available from 11 a.m. to 2 p.m. on Tuesdays and Thursdays.

His hours will expand if the demand increases.

Letters & comment

Harbinger replies to CYSF

The Harbinger Collective would like the York Community to know its feelings and reactions to the recent CYSF decision to allocate only \$2000 to Harbinger. This is a mere 1.8 percent of the CYSF operating budget, and is a drastic reduction in the level of support Harbinger has received in previous years.

This cut threatens the survival of a student service which has proven itself to be useful to many students.

First, we want to state that we are determined to continue to offer our services. Our first obligation is to the community, to you who we are here to inform, support and help. We will do our utmost to continue to provide an open, trusting environment, where women and men can come for information and discussion.

We have always taken pride in providing a broad background of information in the areas of sexuality and birth control, as well as up to date information on health concerns related to students' lives.

As but one example, it was through Harbinger that a woman undergraduate learned of the link between DES (A synthetic estrogen), and cancer. She was referred for medical tests, and we know her precancerous condition was detected in time. We cannot know how many others were helped by the information we make available, through pamphlets, counselling and dorm and class speaking.

We feel it is a disgrace that those CYSF members who voted to cut out financial support do not also feel a strong pride in the service Harbinger provides for the York community. It is a disgrace that they have not accepted their responsibility to provide adequate funds to ensure its continuation.

We feel that students have been betrayed by their elected representatives who voted to cut out funds, without putting energy into making alternate resources available. As an organization run by students, for students, we feel we

have been attacked by a student council which, in time of budgetary constraints, has not acted as a constructive advocate of Harbinger, but seems to take pleasure in swinging the cutback ax.

We cannot believe that the voting majority of CYSF is reflecting students' interests and priorities, by giving such measly financial support to a service which students have relied on to provide up to date, factual information and peer counselling for the past seven years.

After four days of petitioning, we collected over 570 signatures from people who felt Harbinger was important and should be supported. Some council members chose to ignore that fact, choosing instead to insist that our service was outdated and unnecessary. By which we must

assume that incoming students should be neutered immediately, to insure that they have no need of Harbinger's services.

Or are we to assume that these council members feel that "nice" students don't have sex lives, and therefore have no need of information?

What do you think? The issue at hand is the viability and quality of your service. Talk to your college representatives, talk to people at Harbinger. Make your views known to those who vote at CYSF. The next CYSF meeting is on Wednesday, November 23 (7 p.m., Curtis M). Attend and see your elected representatives in action. Decide for yourself if you are being represented fairly.

The Harbinger Collective



Myths dispelled position clarified



This is the first in a series of columns appearing every three weeks, submitted by the Graduate Assistants Association. (GAA).

I suspect that some readers of *Excalibur* have never heard of the Graduate Assistants' Association (GAA), let alone that the GAA is in a position to take strike action in support of its contract demands. In this, the first of what I hope will be a regular series of columns on the activities of the various unions at York, I will try and dispel some myths and clarify our position in relation to what happens at York University.

The GAA is the legally-recognized bargaining agent for about 850 graduate teaching assistants, part-time faculty, markers, and demonstrators at York University (including Atkinson College and Glendon College). The proportion varies from department to department of course, but an average of about 33 percent of under-graduate teaching is done by GAA members.

To give just a few examples: in 1976-77, of part-time faculty at Atkinson College, 35-40 percent of course-directors at Atkinson College are part-timers (as high as 60 percent in summer).

To put it mildly, then, the GAA is a force to be reckoned with, as far as undergraduate teaching and learning are concerned.

So what's the problem, you might ask. The problem is, very simply, that the GAA's members are an exploited group in the York University hierarchy.

Now I am not saying that there's anything new or unusual in that situation; after all, by definition most people in an hierarchical organisation are grouped pretty near or at the bottom, and that is why various groups form into unions, which then undertake the job of talking to the people at the top.

Put very simply, that is what the members of the GAA have done. They have formed themselves into what might be called a "community of interest" in order to do something about these kinds of discrepancies that currently exist (and persist) at York:—

- some graduate teaching assistants have to make do on the \$2,700 pay that they get for working ten hours a week at York; that's quite good for two hours a week of contact with students, but it's pretty awful if they can't get any more money for the eight months that classes go on for;
- part-time faculty (some of whom are extremely well-qualified, sometimes better qualified than their full-time counterparts) are paid \$2,200 for doing exactly the same work that pays a graduate teaching assistant \$2,700;
- part-time course-directors earn \$3,100, for which they usually teach three hours a week;
- a part-time faculty person earns about \$9,000 for teaching the equivalent of a full-time course load (9 hours a week); a full-time assistant professor earns at least \$15,000;
- college tutorial instructors earn the princely sum of \$1300 for teaching a full course (at least two hours a week, albeit with fewer students, usually no more than 18 or 20).

An immediate disclaimer is necessary. We are not in this just for the money. If we were, we would have sold out to a higher bidder years ago! We are passionately concerned about the quality of learning at York University and we all share the goal of trying to make real our community ideals.

So far, we have reached a deadlock in our attempts to communicate our side of the picture to the University administration, and we are now in a position to undertake strike action as and when we see fit.

By the time you read this, eleventh-hour mediation talks will have been held with a view to averting a strike. In any case, you should remember that strike action is a tactic by which a union tries to communicate its displeasure to the powers that be and attempts to get the powers that be to change their collective mind. That is all!

In future columns, I hope to discuss the causes and consequences of the so-called budget crisis in the university, as well as our ideas for a better learning community at York.

Tony Woolfson, Chairperson, G.A.A.

115 US colleges fold

SAN FRANCISCO (NDS-CUP) In the late 1960's to the early 1970's, college and universities across the U.S. were swamped with more student applications than they could possibly handle. Today, colleges are once again finding it difficult to fill up their dormitories

and classrooms.

More than 115 private colleges have closed their doors since 1970 and 40 more have been forced to merge. In New York state alone, the number of college students is expected to decline by 125,000 over the next 15 years.