

Letters to the Editor

Address letters to the Editor, EXCALIBUR, York University. Those typed (double-spaced) are appreciated. Letters must be signed for legal reasons. A pseudonym will be used if you have a good reason.

Alternatives

cont. from page 6

A very good reason for shutting the door on the American academic world might be to allow us to drop the whole Ph.D. business and explore new forms of preparation for university teaching. The very idea of 'scholar' surely stems from the days when the university was a small, elitist, highly sophisticated institution of essentially classical learning. One may regret, or regard as healthily non-linear, the fact that many of today's students have to be coaxed to read a simple book. The fact is, times have changed, changed utterly, and the role and qualifications of the educational 'animateur' are something else again. But any major re-constitution of things will have to be undertaken by all the universities in the country agreeing together to revalue their ideas of qualification. It will take co-ordination and courage and imagination and drive on the part of presidents, deans and the like. Yes, indeed.

And here is a way of getting back to the Americanization issue. In very simple terms, Canadian Nationalism is about seizing the fantastic opportunity we still have to be the Other North Americans, the different North Americans. We actually could take hold of our

educational institutions and transform them, in a way that no other 20 million Americans could. If we lose our hold on our independence and fall into the U.S., we simply abandon all hope of contributing to changes. We would be drops in the ocean. And in fact the struggle for Canadian survival is intimately bound up with creating new social forms in, for example, education. It's not a matter of survival first, to try new things after. Trying out our options is the way to survive.

Does this flight of rhetoric dispose of the problems of ideological infiltration then? Does it appear that both the employment problem and the facts of disproportionate American content, textbooks, ideological assumptions etc., are all only

consequences of the underlying structural reality? Being a branch-plant educational system has to do not only with what is taught and who teaches it, but with the structures that define educational legitimacy. It's not what's in the textbooks, it's the fact there is a textbook industry; it's not where the Ph.D.s are from, it's the fact that there are Ph.D.s — etc.

In America there's a great big system of educational production and exchange; our little system is a depressed region of it; structures condition consciousness (or so they say), 'ake it, blah, blah.

Meanwhile I'm a British faculty-member, on leave to complete a Ph.D. at the university of Toronto. Ambivalence.

Bob Fothergill
(Atkinson, English)

Colleges have good points

Two points about your column on the "College System" (Oct. 1/70):

1. You say it is an "embarrassing failure". Compared to what? Why not visit, I suggest, (at CYSF expense hopefully), a couple of "multiversity" campuses such as Purdue or Michigan State, and discover something about the effect on the students of a system where no attempt at a college system is applied. An article describing the differences between

their approach and York's might be illuminating.

2. In June of this year, the Department of Instructional Aid Resources produced a TV videotape on "The College System" which you might wish to screen. To make arrangements, please contact Ken Kline (2565).

A.F. Knowles,
Director,
Instructional Aid Resources.
(and member of Board of Communications, CYSF)

Rights Code forgets sex

The Ontario Human Rights Code has been invoked with regard to discrimination against any person on account of race, creed, color, nationality etc. in Canada.

What most people don't know, however, is that the Ontario Human Rights Code does not protect half of these people, the female half. For the Ontario Human Rights Code does not include in it the word "sex" — so it is perfectly lawful, at the moment in Ontario, to refuse employment to any woman — American, Canadian, African, Chinese or whatever because of her sex. However, if she is employed, and doing the same work as a man the Ontario Human Rights Code does guarantee, by law, that she must be paid equally with the man. This is the only thing it guarantees with respect to women.

There is a movement gaining strong support in Ontario to have the word "sex" incorporated into Ontario's antiquated Code of Human Rights. Spearheading this movement is a group known as WOMEN'S COALITION, made up of delegates from various groups across Canada. The Ontario Federation of Labor has given its support to this group and the brief it will present to Premier John Robarts, at some time in the near

future. Other important groups are also lining up in support.

If female university students want jobs in the future it is necessary that they take action now to eliminate discrimination in the future. In the Toronto Telegram of May 6, 1970, the Women's Bureau, Federal Department of Labor, stated that a survey of 3,268 jobs available to Canadian university graduates revealed that 62 per cent were closed to female graduates. If university students (female) and others interested in their welfare do not want to see all of that education wasted and the opportunities for using it diminish (which means that the universities themselves will diminish if it is not worthwhile for women to go there) they absolutely must act NOW. For more information call Aline Gregory of the Women's Coalition - 929-5205.

C. Wallace, Hum. 172,

Heil Kanada!

So glad to hear that you have a sane answer to the cry "Amerika Uber Alles!" What a stroke of genius (Right On! as it were): Kanada Uber Alles!

The man without a country,
Odysseus Papadoupolis

Oxford Press

I have read with interest the paid editorial signed by Mr. Zalewski, Manager of the University Bookstore which was printed in your issue of 17 September. I have no wish to enter into an argument with Mr. Zalewski who for his part has "no wish to condemn publishers". Since however he instances a title published by Oxford University Press I must ask that you print this letter in which I give the price history of Cornford's Plato's Republic. This book was priced at \$1.10 in 1960 and we held that price until 1969 when rising printing costs over the period forced us to raise the price to \$1.40. A year later rising costs again forced the price to \$1.65. Mr. Zalewski's suggestion that "publishers are attempting to rescue their economic futures by increasing profits from the increased prices of a few popular texts" is not borne out by the financial statements of this Press which are before me now and which show that the category of texts of which Cornford's Plato's Republic is one, makes up the least profitable groups in the one of 18,000 different titles handled by Oxford University Press.

An increase from \$1.10 to \$1.65 in the course of a decade is hardly inflationary. We could have increased the price gradually, step by step, during the years and then perhaps no-one would complain. Instead we charged and have charged no more than we have to charge and I repeat that college textbooks such as this are for us a category of low profit. This is especially so now that we face not only increased costs of manufacturing but multiple adoptions which make it very much more difficult for us to control our inventory, and a full right of return, which we give on all books.

So far as Oxford University Press is concerned I do not regard Mr. Zalewski's editorial as an expose of anything except what we already know to be true, namely that the cost of goods is rising rapidly and that this is particularly hard on the student. I welcome Mr. Zalewski's suggestion that your readers should write to the publisher. Anybody who is in doubt about the prices or the policies of Oxford University Press is welcome to write to me at the above address.

Roger H.B. Boulton
Marketing Director
Oxford University Press,
Canadian Branch.


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