

LETTERS

cont'd from p. 4

listic, ecologically-based, organic paradigm. In the area of psychology, consciousness and modern physics and cosmology Chris Holmes is on the leading edge of his field.

It is a grave error in judgement that the Department of Psychology has chosen not to join this most world-historic shift of paradigms but to lump itself in with the old patriarchal hierarchy. Whether or not they care that most of the student body and some of the faculty regard the tactics and process of Dr. Holmes' dismissal as less than honourable is one issue. However, for the "behavioural science" people to close their doors on some of the most important issues of our time is paranoid of discourse?

On one level the issue here is the unfair dismissal of a brilliant young professor (married with three children) by a group of closed-minded and perhaps threatened academic bullies. On another level is the issue of the content of what Dr. Holmes is teaching and whether it should be available to people, irregardless of the personal issues surrounding who is teaching the material. Both issues relate to the broader issue of academic freedom and students' rights.

After having just finished the fall term marking, both exams and written work were filled with the usual personal addendums of students exclaiming how they had benefited by Chris and what he teaches. For the two years that I have been marking for Dr. Holmes, most students remark at how they were helped not only as students, but as people. I have seen many instances where students included comments such as, "this is the most important thing I've ever studied, it will affect me for the rest of my life. I only wish other professors were as open-minded, enthusiastic and approachable." The only difference this time around is that their positive comments were followed by something to the effect of, "it's too bad he won't be here anymore..."

Sincerely,

David Lertzman B.A. M.A.

Killing off York's trees

Dear Editor,

This is in reply to Assistant Superintendent, Grounds and Vehicles, Chris Mark's self-praising, inaccurate, nonsensical, public relations, subterfuge in the York Builds Newsletter, November 30. Why go on about the few trees you did save when you systematically obliterated 90 per cent of the rest that were ground under your tractors? What do you think we are — blind? You seem to have forgotten that those of us who live on the north side of the graduate residences were treated to the grotesque display of the YUDC's "policy" toward green spaces. So you saved a few shrubs, you cut down established pines and willows on the north side of the residences — the one element that gave these buildings grace, privacy, and a bit of humanity. Oh yes you did move some of the pines earlier but that was to put them in our playing fields in front of the buildings. The trees have been placed effectively to prevent our community frisbee and soccer games.

In addition, you have conveniently forgotten the hundreds of fledging poplars you bulldozed instead of transplanting — by the way, you wouldn't have needed all those "tree spades" you seem to be so proud of. Speaking of flowering plant displays — as you mention in your PR piece — you neglect to mention the dozens of beautiful apple trees your "conservation"-minded bulldozers knocked down, as well as the raspberry, current, blackberry bushes and the beautiful wild flowers.

But most importantly, Greg Sperr

had promised that the integrity of the wood lots would be preserved. I remember several meetings during which he made that promise. Not only have the borders of the wood lot been damaged, trees within the centre of the lot — very healthy trees I might add — have been cut down. And I have watched those trees cut up for and put into people's cars. So Mr. Mark, don't give us this pablum about conservation. I suggest you pursue a career in creative writing instead of the 'reality' pieces you are attempting. No matter how you dress it up you can't change what people see.

Name withheld upon request

A pro-lifer responds

Editor,

In reply to the letter of Jeff Noonan, Jean Ghomeshi, and the York Women's Centre (*Excalibur*, 12 January, 1989):

Not all who support the right to life of the foetus are of a right-wing persuasion. There are some, indeed, who condemn the fire-bombing of abortion clinics as an act of violence completely contradictory to the pro-life cause, who consider sex education as an essential preventative for abortion, who deplore the persecution of homosexuals, and who see a major cause of the abortion problem as lying in the oppressed position of women in our society, especially the "feminization of poverty."

It is easier to tell a woman to have an abortion than to demand social and economic justice for her so that she can complete the pregnancy and either raise the child or put it up for adoption.

It is also easier to conceptualize the problem as simply one of women's choice rather than as one that includes a radical responsibility by the male for his own sexuality.

Gavin C. Miller

Enough of stereotyping

To the Editor,

As students of York and as readers of *Excalibur* "Question Engine," we were appalled by your treatment of "Student #1" in your December 1st issue, page 16. While we feel that soliciting student opinions on issues that are both relevant and irrelevant is a worthwhile and entertaining practice for a student newspaper, we feel that blatantly sexist remarks are uncalled for.

While Sari Haber and Babak Amirfeiz may enjoy ridiculing fellow students in a "Lettermanesque" fashion, we feel that they should keep their jokes to themselves. From the photograph provided of "Student 1," it is apparent that she is blonde. It is also apparent that she is wearing a scarf, is a woman, and has long hair. Why were none of these things called to our attention in your parenthesized comments?

As members of a learning community we believe that every opportunity should be taken to avoid stereotyping or pigeon-holing fellow students. We feel that a York University student newspaper should be the last place to see a reiteration of the chauvinism that many in this very university are engaged in fighting. We are curious to know if student 1 and student 2 were informed of the way they were going to be portrayed. Why were the other students granted the dignity of appearing with their own names?

We realize that your comments were meant as "good-natured" jokes, but we feel that they perpetuate ignorance, which the university prides itself in dispelling. How ironic that this article appears on a page dedicated to "new opportunities in education."

Sincerely,
David Urban
and 12 others

China: another view

Dear Editor,

As a teacher of English at the attached middle school to the Sichuan Institute of Foreign Languages in Chongqing, China, I was extremely interested to read your paper's interview with Brian Morgan ("Experiences beyond the Great Wall," Dec. 1, 1988). I am also a graduate of York University and a participant in the Bethune College exchange programme with this city and, although I have been in China only four months, I feel that my experiences differ from those of Mr. Morgan to such an extent that a response is called for.

With the increasing westernization of China in recent years many foreigners fall into the trap of comparing the Chinese situation to that of the west and to make western value judgements on chinese education, authority, media, etc. When Mr. Morgan says, "Chinese authorities are extremely intelligent and shrewd and manipulative..." he is, of course, judging them from a Canadian viewpoint without consideration to the massive cultural and social differences involved. Perhaps it is this error that has caused his negative reactions to his experience.

Furthermore, while the blatant waste and inefficiency that prevails in China is difficult to justify as cultural relativity, I would suggest to Mr. Morgan that no developing country runs like Switzerland and that the solutions to these problems are more difficult and more complex than negative criticism.

China has come a long way in the past 10 years and the assistance of organizations such as Bethune College has played an important part in this development. Traditional Chinese cultural attitudes toward education are changing, as are many other aspects of Chinese life. However, one billion people cannot turn on a dime and in the meantime it would be more constructive and pragmatic for those genuinely interested in China's development to apply a little more patience and understanding.

Yours sincerely,
Graham Caswell

Ubu review is criticized

Dear Editor:

During the past four years at York, I have tried to see York's performances of the theatre department at every opportunity. Having in mind that this was my last year at York, I hoped to see a play which would leave me with reminiscence of talent and creativity. This unfortunately did not occur. I saw *Ubu Unleashed*.

In short, the adaptation of the play was distorted, plotless, and unmeaningful. It contained vulgar sexual images which were thrown out here and there out of context. The acting also left much to be desired. What added to my anguish was the review of the play by Lauren Gillen in the November 24 issue of *Excalibur*, which made a masterpiece of *Ubu Unleashed* (keep in mind of course that Lauren Gillen is a theatre student at York University).

Miss Gillen made a discovery which most of us were unaware of up to now. She claimed that with *Ubu Unleashed*, York theatre has removed itself from "safe and dull" theatre. She does not, however, mention what in fact has replaced the "safe and dull" theatre of the past. It should be stressed that I am not condemning the use of talent, imagination, and hard work to create new art and new theatre (hopefully, this is the purpose of having a theatre department at any university). But it is perhaps fair to say that not much talent, creativity, or hard work is required to create something like *Ubu Unleashed*.

Z. Kashaninia

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Lyn McLeod, Minister

Official-Languages Monitor* Program

Under a program funded by the the Department of the Secretary of State, the Ministry of Education in conjunction with the Council of Ministers of Education, Canada, invites students to apply for the position of second-language monitors (French or English) for the academic year 1989-90.

Monitors (Part-time)

Official-languages monitors must be full-time postsecondary students usually studying in a province other than their own. They will work between six and eight hours per week under the supervision of a second-language teacher. Some francophone monitors will be assigned to French schools outside Québec. For eight months participation in the program, they will receive at least \$3,200 and one return trip between their home and the host province.

To be eligible for part-time monitor duties, students must have completed at least one year of postsecondary studies or will have completed such studies by the end of the 1988-89 academic year.

Monitors (Full-time)

Full-time monitors must have completed at least one year of postsecondary studies. Duties consist of assisting second-language teachers (French or English) in rural or semi-urban areas usually in a province other than their own for 25 hours per week. Some francophone monitors will be assigned to French schools outside Québec. Monitors will receive up to \$9,000 for 10 months of participation. They will also receive two return trips per year between their home province and the host province. They may also receive a settling-in allowance of up to \$770 and a maximum of \$1,110 for commuting expenses within the host province.

Application forms and program brochures may be obtained from placement offices in postsecondary institutions, or at the address below:

Manager, Monitor Program
Ministry of Education
Education Liaison and Exchange Branch
14th Floor, Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2.

Duly completed application forms must arrive at the address indicated in the program brochures, postmarked no later than February 17, 1989. Qualified candidates will be required to attend an interview.

(*Applies to men and women equally)



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