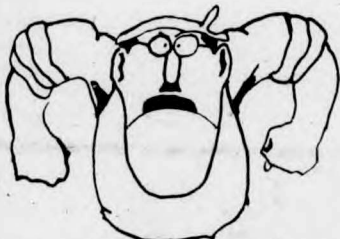


Correspondence

Underfunding

up the Feb. 5 *Excalibur* and found On Tuesday, the York Board of that word incorrectly spelled, Governors decided to increase three times on the front page tuition another 16 per cent alone. I knew that the writers could (compounded) which raises our not have been my students. fees for 81/82 to \$1,035. This means Further, they were undoing by that in 2 years York students have repetition what was so carefully received a 30 per cent increase in taught to others. tuition. At the same time, the I would be happy to repeat that Board of Governors and the lecture for the writers and your Ontario government claim they proofreaders. are committed to an accessible education. Since when do huge increases in tuition encourage potential students to come to York (and stay)?

At the same time the Ontario government and the Board of Governors claim there will be compensating increases in student aid. The same promises were made last year and never carried through. Fully one third of Ontario students on OSAP last year were at the maximum grant ceiling and as a result were ineligible for any further aid, unless the ceilings were changed. They weren't. The same situation is occurring this year, and we must remember that graduate students aren't even eligible for grants. The Board of Governors claims that they will provide compensating York bursaries. These were not fully advertised this year and we have no assurance they will help next year. As well, there are no adequate standards for these bursaries and they are definitely not advertised to potential students.



The federal-provincial task force on student aid was just released. The Ontario government claimed for the last year that this report would include a review of OSAP. The report did not examine OSAP at all and, in fact, the Ministry of Colleges and Universities submission to the task force did not even examine OSAP. A review of OSAP has been promised to students for the last 3 years. Where is the Ontario government's commitment to accessibility?

The Ontario government claims that lack of funds forces them to raise tuition huge amounts. For the past number of years they have received a 9 to 10 per cent increase in their taxation revenue. Also, why have they re-allocated over \$100 million in the last 3 years of federal transfers (Established Programs Financing) which were intended for post secondary education?

Students across Ontario are working with OFS and NUS to raise these issues in the provincial election. York students should ensure that their viewpoint is raised to potential MPP's. The next meeting of the York student committee working on the election will be held today (Thurs.) at 3 p.m. in S123 Ross. Everyone is welcome.

Barb Taylor
York Students
Against Underfunding

Accommodation

I expend much energy in my efforts to spell "accommodation" correctly in my lectures. I insist that my students, if they learn nothing else in my Intro Psych course, at least walk away with that one hard word properly installed in their long term memory. When I picked

up the Feb. 5 *Excalibur* and found that word incorrectly spelled, I knew that the writers could not have been my students. Further, they were undoing by repetition what was so carefully taught to others.

I would be happy to repeat that lecture for the writers and your proofreaders.

Prof. M.J. Steinbach
Psychology

Manichean politics

I was extremely glad to see the column in *Free Speech* by Professor Bar-Lewaw. I hope that other faculty members will take the opportunity to express their views on the major issues of the day, for until now *Excalibur* has certainly suffered from an excruciating parochialism.

This being said, I must add that I completely disagree with everything Professor Bar-Lewaw says.

Basically he holds a Manichean view of politics: Communism is the Great Satan, anti-Communism, the Great Virtue. But this is simple-minded as well as pernicious for it sees in every attempt of an opposition group to gain a voice in an oppressive regime, a blow aimed at the vital interests of democracy. But exactly how else other than through armed struggle would Professor Bar-Lewaw suggest that such groups obtain a share in power in systems ruled by dictators such as the late Somoza, or the current military dictatorship in El Salvador?

Yet, by indiscriminately labelling all such opposition groups as 'communist' or 'terrorist', by refusing them any kind of moral or political support, they inevitably must fall back on those who will help them. And unfortunately, this means the Soviets and their allies. But there is an even greater irony involved. For years the Americans fought and died in Vietnam because, they argued, if Vietnam fell to the Communists so would the rest of Southeast Asia. Professor Bar-Lewaw still seems to share this domino theory. Yet within a year, the Chinese and the North Vietnamese were at each other's throats, while the Vietnamese finally moved in and occupied Cambodia, evicting the ruling Khmer Rouge regime. Obviously communism is not the unified, disciplined, and coherent movement Professor Bar-Lewaw believes it is. Both the Canadians and the Americans now manage to trade quite happily with the Chinese, Russians, Poles, Czechs, etc. Wherein, therefore, lies the threat to our vital interests of an extension of Communism? No American or Canadian soldier has been killed in a conflict with the Russians, but Russians and Chinese have fought and killed each other over the past decade. Indeed, the Chinese seem to think the Russians pose a greater threat to their vital interests than do the Americans.

Thus, even if Nicaragua, El Salvador and the rest of the Central American region are pushed into Communism, it does not necessarily follow that they will constitute any threat to our interests. It is equally likely they will fight amongst themselves or with the other countries of Latin America. But if one wishes to ensure that the domino theory finally is proven true, one could do better than to follow the logical implications of Professor Bar-Lewaw's argument, and support indiscriminately very repressive

Free Speech

Malcolm Blincow
Academic Advisor
Bethune College
Elizabeth Sabiston
Academic Advisor
Stong College

First of all, we endorse the position of the Master of Stong College concerning the abolition of the college tutorial requirement (in the January 22 issue of *Excalibur*), and we know that the majority of our students and colleagues at our colleges agree with us. Professor Bouraoui has taken the only possible stand against a series of frustrating decisions that are undermining the university's strengths.

Secondly, we would like to respond to the letter of Bruce Flattery (headed "Tutorials flattered") in the January 29 *Excalibur*.

We agree that the strength of the college lies in their diversity, and that each should be free to pursue its vision in its own way. However, arguments from analogy (however "parascientific"—whatever that is) rest on shaky ground. To employ an earthier simile that Professor Flattery's table, his argument is as full of holes as Swiss cheese. If not "disingenuous," it at least hides several assumptions on which the Winters academic model is based, and makes several unstated assumptions about the Stong position (as well as that of Bethune and probably of several other colleges).

Of the three "facts" on which Professor Flattery bases his remarks, we would like to point out that:

1. If in 1980 "only 1475 of the 2143 college tutorial spaces were occupied by 1st-year Arts students," this was not because of lack of interest on the part of first-year students. It was because the tutorials programme has been so cut back in recent years for budgetary reasons (from approximately 30 to 18 tutorials per college) that there has not been sufficient space to accommodate students. Many spaces in popular courses are occupied by second-year students during spring preregistration, and we have not been permitted to add extra sections.

2. It is true that many students are opposed to required courses. As Professor Bouraoui made abundantly clear, however, the college tutorial was singled out from all other General Education requirements. Had all first-year courses been made optional, the abolition of the college tutorial requirement would be less objectionable. But first-year Arts students must still take Humanities, Social Science, and Natural Science among their first seven courses. To expect college tutorials to survive and thrive on

regimes in Latin America, and tar every opposition movement with the brush of communism.

Finally, I would like to point out that Professor Bar-Lewaw does not mention Mexico's position on this issue, something I find rather curious considering that Professor Bar-Lewaw is an expert on Mexican affairs. According to the February 1 issue of the *Guardian*, quoting from the *Washington Post*, Mexico was opposed to the resumption of arms deliveries to the El Salvador regime, critical of the American position of El Salvador and supportive of the current regime in Nicaragua.

Harvey G. Simmons

the same scale as heretofore, in competition for a students' time with required courses, surely smacks of disingenuousness—or naivete.

Professor Flattery cites a survey taken last year that indicated "60 per cent of students already in tutorials would have taken them whether required or not." We hope this figure provides a reasonably accurate picture of future interest, but it would surely be overly sanguine to base high expectations on a survey taken once students had been already placed in tutorials (among them the 35-40 per cent of Fine Arts students who take them as an option in any case).

3. Yes, the college tutorials have "the best record of any set of courses in the university" for surviving multiple evaluations by college curriculum committees, I.C.C., Senate, various review committees, two sets of course evaluations annually. But they survived as required courses.

College tutorials, of all first-year offerings, were singled out because the majority are staffed by part-time faculty, and part-time funding is the most "flexible" (a euphemism) part of the university budget. On p. 7 of the same *Excalibur* in which Professor Flattery's letter appears, we read "1800 Search for Jobs: No Jobs for Ph.D.'s in Canada." One part of our commitment to the tutorial system is the valuable input from our experienced part-time tutorial leaders who are, as Professor Bouraoui has stated, just about the only remaining source of new blood and fresh ideas in a university that, in most fields other than the booming areas—economics, computer programming, business—has become stagnant over the last ten years.

An equally important concern is the value of the small group experience provided by the tutorials. Over and over again, midyear course evaluations stress that students are making friends in this atmosphere, and are finding their tutorial leader the one

teacher who knows them well enough to serve as a referee on applications. Through the tutorials, they achieve a sense of belonging to a college which brings them there for poetry readings, plays, recitals, athletic events. The tutorial programme has been one of the few specifically designed for first-year students, and helps bridge the gap between high school and university. First-year advising is done through the colleges, and most of us have been trying to extend, rather than reduce, that function.

The Winters model is based on a reduction of the number of first-year offerings, and a movement into the upper years and cross-listings with existing departments. We are not faulting this model, which may prove very fruitful. It should be pointed out, however, that it is unlikely to bring in new blood. We at Stong, Bethune, and some of the other colleges have chosen another way; to maintain our strengths in first-year, which we do not regard as a "ghetto", and continue to support the same number of courses. Our cross-listings will be sought gradually and will include first-year as well as upper-year; the foundation courses for cross-listing will be located in first year.

We would like to reiterate that we are confident in our offerings, and insecurity is not the reason why we would have liked to see the continuation of the college tutorial requirement. We do not, however, want to be at a disadvantage in comparison with other first-year teaching as the most important teaching on the undergraduate level, the groundwork on which everything else is based.

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