

Response from "Radical Chic"

Dear Editor,

Re: "Education is a commodity" (letter, Mar. 25)

Let me begin by addressing your statement of how I am not articulate for someone studying at a university level. First of all, I thought my sign was very clear and that I got right to the point. Would you have preferred that I stated something like "Make corporate taxes more progressive in order to increase leakages so that the government could increase funding to universities and colleges which in turn would enable post secondary institution administrators to decrease tuition fees?" I don't think the above statement could have fit on my sign.

You referred to education being a commodity, however, I disagree. Edu-

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cation is a right - not a commodity. By stating that education is commodity, you are not being clear enough. Should education have a market price from kindergarten up to and including post secondary education? You stated that if there were no tuition fees, education would collapse. I tend to disagree. Even if we had a zero tuition, other entry barriers, such as a 78% average to enter York would limit the number of students. At least then, universities would be accessible to people of all income levels.

Employment and Immigration Canada estimates that almost two-thirds of jobs created between now and the year 2000 will require some post-secondary school education. Is it fair to pay for something that is clearly a necessity for employment?

As for corporations, maybe they could start by actually paying taxes. In 1987, 118,162 profitable corporations did not pay taxes. In 1988, the corporate tax rate was lowered from 34% to 28%. An average factory worker earning \$30,000 income pays 5% less compared to a corporate executive making ten times as much. This is unjust. At the same time "a system which solidifies a small elite's monopoly on power by giving only the wealthy access to higher education is an unjust one." - Chris Lawson, OFS.

Maria Frangos
"Radical Chic"

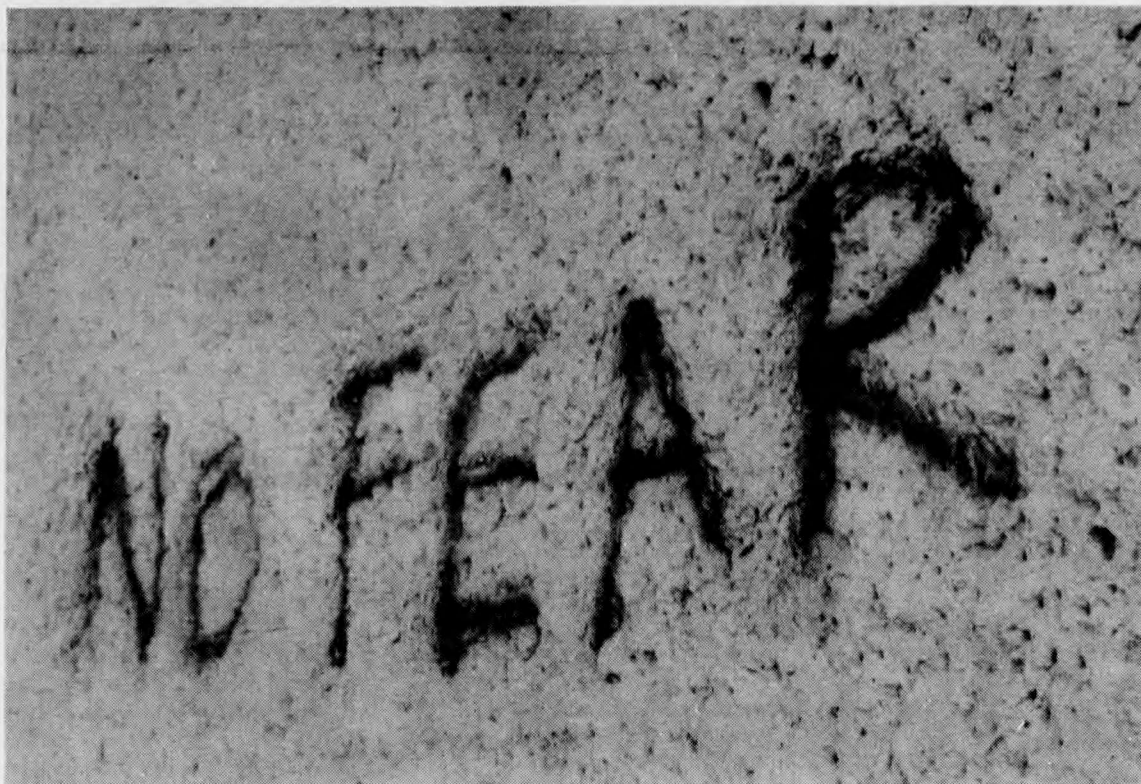
Student's needs ignored

Dear Editor,

It is a curiosity that at York University, which prides itself as a bastion of liberalism, intolerance and injustice are alive and well. I don't mean the obvious ethnic, racial and religious intolerance; rather, I am speaking of a more insidious form, individually orchestrated, administratively supported, and emotionally rather than intellectually fuelled.

Case in point: A senior student with a history of Traumatic Brain Injury is slower than normal to learn (encode) and slower to recall (retrieve) and takes longer to write. He also fatigues more quickly. His rehabilitation specialists encourage his reintegration into the community and request special consideration at school regarding course projects and examinations. However, at the course level, certain professors deem these disabilities to be a form of malinger.

One requires tests which are exceedingly long and the student expresses his discontent. The next professor in the same course, for no clear reason, refuses to teach the student and bans him from all lectures and labs. He tells him some students are "destined for failure." His vehemence is tested when the stu-



dent, feeling his rights are being violated, continues to attend classes. Lectures are cancelled for all the students in the course.

The Office of Student Affairs supports the professor and calls in a literal army of university security staff, backed up by Metro Toronto police on several occasions, to oust the student from class and protect the professor from god-only-knows-what. After many heads are brought together, unsuitable accommodations are made and the class ban becomes a new "Act of University Common Law."

The whole affair has disrupted the student's emotional balance and he has become vocally aggressive in his own defence. Other students are oblivious to the back ground of this snowflake-snowball-avalanche affair. Rather than encouraging re-integration into peer group society, this matter has alienated and isolated a disabled person who is already having serious problems with self-image and rendered him dysfunctional, so that he is now performing less well in all of his courses.

Many questions must be raised. Why were the special testing accommodations not honoured? Why was the student not allowed to attend the classes in which he was duly registered? Why did the university administration take such a militant stance? Why did the administration drag its heels in dealing with the situation, and why did it not try to defuse it rather than inflame it? Why does a single professor wield so much power without any accountability? Why does the university employ a professor who is incapable of teaching all students, regardless of his perceptions of them?

Surely this is an act of intolerance. Certainly, it is unjust.

John D. Stewart, MD FRCPC

Stop fucking in the aisles!

Dear Editor,

As a philosophy student, I am appalled by the abominable state of Scott library. I'm fed up with dealing with photocopiers that don't work, books strewn everywhere and often not on the shelves even though the computer says they should be, noise and confusion, etc. etc. Students use the library as a cafeteria, bringing in food, drinks, and so on. I've even heard (and seen) people having sex in one of the study carrels. When I asked the couple what the hell they thought they were doing, the male answered, "We're fucking, what does it look like, asshole?" This level of cynicism is incredible. Why doesn't the library have someone specifically assigned to enforce the rules? In such an environment, the study of Plato is difficult, to say the least.

John Thompson (and his staff) don't seem to know how to improve the lousy quality of service because everything's

being run for 'cost effectiveness,' not for the sake of the students, who are being ripped off by a heartless administration. I didn't spend \$2800.00 to put up with this garbage!

Sincerely,
Paul Wilkinson

Excal confronts and exposes

Dear Editor,

Re: "Articles not educational" (letter, March 18)

I applaud your honesty, Alexandre Sévigny. You have let it be known that not only don't you know how racism can be combated (because you are not a victim), but also that you have no idea what racism is.

You say that *Excalibur* articles have not been educational because they are confrontational (are the two necessarily

mutually exclusive?). I wish to ask you: what was your reaction to the Oka stand-off in the summer of 1990? Was it not confrontational? Was it not educational? And hasn't positive results been achieved? How about the acquiescence of York administrators to fire racist security? Was the saga not educational (and confrontational)? See the *Excalibur* of last week in case you missed the action.

So tell me where peaceful and serene logic and persuasion has succeeded in alleviating oppression. Even the French-Canadians whom you claim are victims of racism (I totally disagree with you. There is no race called French!) are very confrontational. And what did you go to do in confrontational equality rallies anyway? How many whites are racist and how many are not? Do you know the number?

To ask the oppressed people to stop being confrontational is to deny them the only right they still possess: the right to protest. Take away this right and the oppressed become extinct. The

white race has exterminated entire peoples of the Amerindian origin. Where are the Arawaks and the Caribs, the indigenous inhabitants of the Caribbean islands? Christopher Columbus found 15 million of them living peacefully in total harmony with their environment. Within a short span of 50 years of European contact, only 60,000 of them were still alive. Canadian Indians would become extinct if they do not go on fighting. Africans would not have survived white slave-owners' brutality if they were not tough and rebellious. Today in the streets of Toronto, the white cops and other security guards are armed to the teeth for the sole purpose of slugging Blacks and other minorities.

Discrimination is painful and harmful. You fight pain with pain - Sévigny, you can't believe it because you do not know!

I stand by my position that the article "Forty acres and a mule ain't enough, Jack" was educational. Only those who are afraid of the truth want to suppress it. Secondly, I insist that it is futile to waste public funds in race-relation classes, tutorials, seminars and what have you. If a racist cannot be sensitized by the brutality and apparent hate in our midst, a racist won't learn - not in a thousand years. The only language a racist understands is the language of confrontation and exposure which *Excalibur* has done superbly well this academic year.

Omond Obanda

The horror...the horror on CKCU

Dear Editor,

Re: "Campus radio under attack" (Mar. 25)

Just a brief correction to Doug Saunder's otherwise excellent article. He refers to CKCU as originating from the University of Ottawa. The horror... the horror. As a Carleton University alumnus and long time diehard fan of CKCU (I mean, you gotta keep a soft spot for the first radio station to bring you bands like

Submissions to the Task Force on Writing Instruction

The Task Force on Writing was formed by the Senate Academic Policy and Planning Committee to study and make recommendations concerning the delivery of writing instruction at York.

Anyone who would like to comment on the ways in which the University offers opportunity for writing instruction or to recommend changes in current levels and/or forms of support, is welcome to address the committee in writing or in person.

Written submissions should be sent to:

Leslie Sanders, Chair of the Task Force on Writing Instruction
Coordinator
Atkinson Writing Programmes
140 Atkinson College

The deadline for submissions is April 20, 1992.

As well, the Task Force will make itself available to meet with members of the York community in an open session on Tuesday, April 14 from 10:00 a.m. to noon in the Harry Crowe Room 109 Atkinson College.

Persons wishing to appear before the Task Force should notify Lorna Houston; she can be reached by telephone at 736-5396 or L.Houston@YORKVM2.

We look forward to hearing from you.

Members of the Task Force:

Keith Aldridge, Pure and Applied Science; Susan Cohen, Arts; Jack Ellis, Environmental Studies; Judy Hunter, Glendon; Jan Rehner, Arts; Ross Rudolph, Associate Vice-President (Faculties); Leslie Sanders, Atkinson College