

'Drop in the bucket' to aid Third World

By RAY CONLOGUE

Did you know that it will cost only 25 cents to solve the problems of the Third World?

The Third World, to be specific, comprises Africa, Asia, and South America, but any region that supplies the raw materials for Western industry can qualify.

WHEN THE STATISTICIANS say that the U.S. has six per cent of the world's population but uses 60 per cent of its resources, those are Third World resources they're talking about.

JUST PUT YOUR 'Drop in the Bucket'.

That's the name of a cross-Canada program to raise \$50,000 for education in underdeveloped countries. According to the founder, John Gorman of Western University, it's an opportunity for every post-secondary student in Canada to get involved with his fellow man.

DON'T SHRINK at the task. "If every student could give 25 cents — which to our standard of living is just a drop in the bucket — it would go a long way."

No doubt this challenge will bring out every Christian in the country. But in case they're both lonely, here's something to get the crowd going too. 25 cent dances.

KISSING BOOTHS. Slave-for-a-day, auctions. At Western, four students are going to camp out and live at subsistence levels. If their plight touches your heart, but you're too busy to join them, you can just buy a cup of coffee for a quarter.

The U of T has signed up for this program, and a press conference in Hart House on Thursday gave some idea of the spirit behind the movement. Upon entering, one is greeted by a group of students in the ubiquitous pinstripe suits, with fashionably long hair (the 'layered look' is in for guys this year).

The young ladies have no-run pantyhose, dresses defiantly mini or innovatively maxi, and a sincerity that, unfortunately, is no doubt sincere.

THEME SONG? Well, of course, what social protest movement is without one? And then there's the bucket-push (two eight-foot buckets are being transported from Halifax and Vancouver to the

various campuses involved. They meet at Toronto on November 21 for the College Bowl.)

Those buckets'll create a real hit, and the air fare is cheap. It didn't cost Chrysler a whole lot, either, to paint up a fleet of trucks with the group's colours to chauffeur the buckets around in each city.

And, what's more. Imperial Tobacco has paid \$6,000 for 10,000 plastic barrels to collect the money in.

THE PROCEEDS GO to the Canadian Save the Children Fund.

IF YOU HAVE any doubts that the money will be well spent, listen to Morgan's conception of "self help" in the Third World.

"What we do is build a \$100,000 model school in Kingston, Jamaica. Then we can bring people in from all over the country

to show them how it was designed and built."

Then the natives go out and build copies of Queen St. public school all over the country. Native culture and values cannot help but thrive.

CANSAVE, and the students behind 'drop in the Bucket', do not seem to be aware of the fact that some foreign aid programs are in a state of spiritual crisis. CUSO, for example, is wracked with an internal split. A new faction is claiming that importing Western culture wholesale into the Third World is doing as much to destroy native initiative as the previous centuries of economic rape did to destroy their resources.

But cansave hasn't heard about that, nor has John Gorman. And what is tragic is that John Gorman and Terry Morgan, behind their pinstripe suits, are quite honest and quite concerned. Their consciences, like those of the majority of us, are in turmoil.

But as the subconscious is to conscience, so is the pocketbook to charity. And the subconscious is warning that an honest Western withdrawal from the "less fortunate" countries might fray the pinstripe — and make it hard to find oil for the Chevy.

FROM THIS COMES the very human rationalization that what's good for us is excellent for them. Now, since 'Drop' speaks so feelingly of education in this regard, why not look briefly at what 'education' really means in their terms.

In 'Black Skin, White Masks' Frantz Fanon describes what happened when the French bequeathed their schools and teachers on Morocco... and created the endless broken drama of black mothers beating their children for speaking Creole.

Speak only French, only French like the Frenchman. Does Fanon seem out of context in this article? Small wonder, when you mix charity, social change and kissing booths in your concept of 'education'.

AND IF FANON is out of context, how much more so is the larger question of whether we have anything to contribute to the Third World.

We give them the education that

York re-enters charity fund

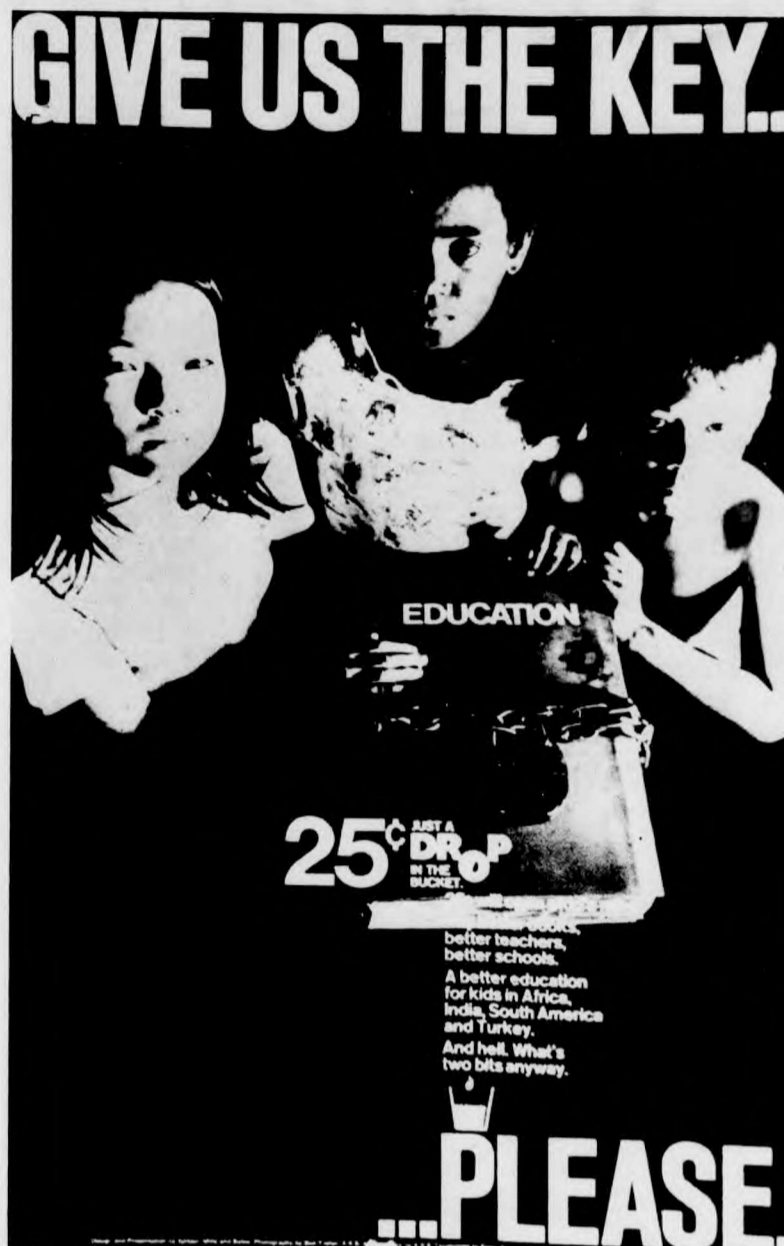
This week the "Just a Drop in the Bucket" campaign is happening at York. This campaign is being run by the students of Canada in every university and community college across the country.

The aim of the campaign is to assist international education in accordance with the United Nations declaration that 1970 is "International Education Year". The money raised will provide books and teachers for children in underdeveloped countries.

Here at York students are distributing buckets on campus for small donations. To our standard of living a quarter — two bits — is... "just a drop in the bucket," but to the citizens in Africa, India, South America and Turkey, it can mean a brighter future through education.

On Saturday, November 21, following the College Bowl, York will sponsor a dance featuring "Flapping", one of the groups who highlighted the Toronto Rock Revival at Varsity during the summer. The proceeds will go toward the campaign. Be there and show us that you care.

Carolyn Fowler
co-ordinator



has deadened the minds of our own children.

From the education grows the industry and the society that's poisoning our own continent. The Western economy bears some comparison to the lung cancer patient who keeps a pack of cigarettes by his hospital bed to offer to visitors.

FAR FROM BEING DISCONNECTED, these matters are intimately interrelated. The occasional scientific voice is raising the possibility that the spreading of Western industry throughout the Third World would help destroy the

already-precarious oxygen balance of the atmosphere.

But if we only collect enough quarters, perhaps some galactic businessman will appear to peddle breath to us.

INCHOATE, say the drop-in-bucketeteers. To them pollution, culture, disruption, the end of communities — all are dreadfully unconnected. Fragmentary. Irrelevant.

They are the savants who go forward with a bucket of quarters to educate the — ignorant. World without end?

from the Varsity

York: 'An anti-life regulation machine?'

By ROB BARLOW

Last Thursday I attended a meeting of the Council of the Faculty of Arts. President Slater was there, along with Dean Saywell, and an assortment of professors. They argued, joked, passed motions. But I don't think many of them were concerned about freedom and responsibility and the rights of the individual.

After the meeting, one professor confided in me that it had been a waste of his time. "These are academicians playing politicians. It was a fiasco." Indeed, they were playing — and some of them even gave the appearance of being on insecure ego trips.

I dare to suggest that York is in serious condition. Another professor who attended the meeting mentioned that York is "a processing plant for the rat race." I would go so far as to say that right now York is nothing but the rate race. This university, which is supposed to be leading society, is a mere reflection of society's ills. To hell with humanity!

I am no anarchist; regulations are obviously needed for the running of any institution. But I must protest when these regulations are enforced at the expense of the human factor. I object, for instance, when certain faculty members support the

regulations when realizing the unfairness of their support.

John Reid

Item: After completing Grade XII, John Reid went to a university out West for first year. Last May he applied for second year entrance into York. Around mid-summer he received a second year study list, and in September he registered, paying the full amount of his tuition.

About two weeks later he received a phone call from the director of Student Programming: "Mr. Reid, before I leave my office today, I'm going to cancel your 2nd year registration, and would advise you to re-register for 1st year."

He was then informed that he had been accepted into second year only on account of a computer error. After much resistance, he was finally put back into first year. No one has yet accepted responsibility for the error which the computer made.

Phil Barker

Item: Phil Barker received early acceptance into York last June. He notified York of his intentions to come here in September, and then left for Vancouver, where he was planning to spend the summer.

Four weeks later he received a letter from York, telling him of the senate's decision to reject his application. He immediately flew back to Toronto, whereupon he was told that the letter had been sent because of a computer error. Again no one accepted responsibility for the mistake.

Apart from their operating a

faculty computer, those in York's admissions office are seemingly indifferent as to the purpose of education. One official dared to tell an applicant that the high school system is a joke, but "you should be able to play along with it by giving the proper responses." The inefficient admissions office is only a small part of York's bureaucracy.

Howard Halpern

More recently, there is the case of Howard Halpern. If you have been reading this paper regularly, you will know that Halpern is the fourth year psychology student who is trying to take his courses on an ungraded basis.

After receiving approval from the Department of Psychology and his six professors, he petitioned the Committee on Applications and Memorials.

The committee chose not to rule on Halpern's request, but rather, decided to bring the matter before the whole of the faculty council. Despite Halpern's and the psychology department's pleas that the case be considered on a strictly individual basis, the council voted to send the case back to committee for review, expressing fear that an affirmative decision might set a dangerous precedent.

One professor insisted that Halpern should be granted his request by right, while another argued that such a decision would be "exploited by students at every level of the university."

Many of the professors acknowledged Halpern's exceptional abilities, but yet few

were willing to support him to any meaningful degree. It would seem that the concept of precedent is obscene.

The Committee on Applications and Memorials is one of about a dozen such committees which, according to a student member, help to "keep this place running on a mediocre level." Soon there might even be a committee on committees.

When faculty members disregard their principles and ideals for the sake of maintaining structure, education develops into a business-like operation. And unfortunately it is the student who becomes the victim of all the red tape, not the professor.

I have no idea as to the number of rules and regulations in existence at this place, but some are enforced, it seems merely for the sake of their own preservation.

Before any positive solutions and alternatives can be offered, the right, critical questions must be raised. Why, for example, would no one accept responsibility for the mistakes the computer made? Was the computer running by itself? Also, why shouldn't a mature student like Howard Halpern be allowed to determine his own directions (assuming that he alone is willing to face any consequences)?

The faculty should take a serious look at the whole, structural organization of this institution. Aims should be reconsidered; methods should be redesigned. Only then will progress be made. York can either become a free, growing community, or a stagnant, anti-life machine.

