

LETTERS

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Clearly there is a great need to debate and discuss these issues. However Mr. Kay's proposal for banning our organization from the campus will not make our ideas disappear any more than shooting Palestinians will make their struggle against oppression disappear.

Joanne Boucher
Susan Ferguson
York International Socialist Club

Union applauds recycling effort

Editor,

I was quite surprised at Lennie Long's letter in the February 25 edition of your paper, quoting David McRobert's opinion regarding York's Labour Relations, in relation to recycling. As President of the Canadian Union of Public Employees, Local 1356, representing the Caretaking and Maintenance staff of York University, I must disagree completely with that opinion. Caretaking staff would still be required to remove refuse and maintain all the rooms and offices. It may be that the recycling of material may require additional staff to allow the sorting of recycling materials, transport of the sorted materials to the recyclers, and both of these additional activities are compounded by the increased level of demand that the greater student population puts upon the spaces in use.

As a York graduate, and having taken courses with Environmental Studies professors, I am further surprised at the old fallacy of job loss rearing its ugly head, again, with recycling and the total idea of conservation in general, especially from persons with the Faculty of Environmental Studies. These topics have been discussed ad infinitum, over the

decades with the conclusion that jobs would in fact be created by recycling and conservation.

In conclusion myself as one of the Caretaking staff and as President of CUPE Local 1356 applaud any attempt to further recycle materials upon this campus.

Fraternally,
I.M. Lehto, B.Sc.
President CUPE 1356

Israeli coined "Soweto" label

Dear Editor,

The recent letter by Michael E. Kay (Socialist paper offends reader-Feb. 25, 1988) makes interesting reading. Mr. Kay is offended by an article in the Socialist Worker entitled "Israel's Soweto" in reference to the recent intifada (uprising) in the West Bank and Gaza Strip.

May I inform Mr. Kay that the term Israel's Soweto was coined by an Israeli-Meron Benvenisti. As head of the West Bank Data Base Project he studies the social economic and political conditions of Palestinians under Israeli rule. His findings tellingly reflect images of horror, despair and absolute injustice (especially in Gaza). Thus, he compared it to Soweto. So, Mr. Kay do your homework—it was an Israeli Zionist that coined the term, not the Socialist Worker.

Moreover, your entire disgust that a newspaper at York University displays such an article (which you ridiculously call 'hate literature') in the "Jewish section" of Central Square, is not only a joke, but cynical and self righteous. Yes many people who happen to be Jewish enjoy a coffee with friends in the area between the Post Office and the Cafeteria, but since when is it a Jewish section. Is it reserved? Is it stamped "Jewish quarter?" Actually, many Jews would find your comments offensive.

More importantly, you are correct

in stating that members of the PLO have resorted to terrorism but your entire political analysis and delineation of the PLO and the Palestinians (since they are the one and the same) as terrorists is distorted. You seem to forget that it was terrorists like Begin and Shanir who first introduced letter bombs to the Middle East. You seem to forget the massacres at Deir Yassin, Kafr Qassen, Dawayneh and Sabra and Shatilla. How about the Israeli invasion of Lebanon and the siege of Beirut. How about Israel's Iron Fist policy on the West Bank and Gaza Strip.

Israeli terrorism should also be remembered and recorded. Now, Mr. Kay who is the "sheer hypocrite" to use your terms?

Jerry Khouri

South African sanctions misled

Currently there are many governments putting severe economic sanctions on South Africa in an attempt to end Apartheid. Although the goal itself may be an honorable one, I am however greatly distressed by the methods employed by our governments. Today many scholars say that we live in a truly enlightened age. And yet we fail to realize a very important fact: the actions which we have employed against South Africa, have debased us to the low level of the Pretorian government itself. Rather than acting like a common street gang, we should conduct ourselves with the decorum befitting a people who have developed a high level of social responsibility.

However there is a general consensus among many Western nations of intolerance. Instead of respecting Pretoria's right to rule its own country, we do everything in our power, short of military invasion, to bring about a political change. When we

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Public unaware of learning disabled

The Ontario Association for Children and Adults with Learning Disabilities has designated this year's public awareness week as "the socialization deficiencies of the learning disabled." Contrary to popular belief, social skill problems are not usually due to learning disabilities, but rather to an inflexible educational system that does not recognize or accept people who learn differently. There is a small percentage of people who are unable to read voice intonation, facial expressions and body language. These skills can be learned providing there is someone who has the knowledge and the correct approach to teach it.

The typical child who has dyslexia, hyperkinetics or aggressive behaviour is the one who has always been identified and helped since learning disabilities were officially defined in the 1960s. But what is known about the person with learning disabilities who has glided through the elementary, secondary and post-secondary system undetected? I am an expert in this area because I did not receive this label until the end of my second year at university. People such as I have always been blamed by teachers and family for not achieving our potential in school. Simply stated, my verbal skills are much stronger than my academic written skills will ever be. Laziness, a lack of drive, apathy and a negative attitude are only a few of the ego-stomping comments I have heard throughout my educational life. It is very easy to understand why we have low self-esteem and sometimes socialization problems, though these problems are not always apparent to the average person.

When educators discover that a student has a learning problem, they instantly want to correct it so that the student can be like everyone else. By doing this, the teacher is putting

added stress on the child, taking away the child's unique coping skills. This creates major frustrations for both the student and teacher. All teachers are human and when frustrated vent their frustrations towards the students causing the child in question to feel very stupid, worthless and dumb, especially in the mainstream. All that has been mentioned so far are major causes of the ever-present low self-esteem, and socialization problems.

Try to imagine this for a moment. You have just received some temporary work during reading week that will tide you over for the rest of the year. It is exactly what taps on all your strength of organization and logical thinking; however, there is one part that may prove to be a bit of a problem. The job consists of driving to different areas of Toronto and dropping packages off at certain places that are numbered. The directions that the boss gives you on the first day are based on the easy four points of the compass. Due to a spatial problem, reading a map confuses you beyond belief. However, being given details of what to look out for is how you have compensated for this disability. Therefore it is necessary to ask him directions in a manner that will give you a good idea as to your destination. The second aspect is that you will have to read numbers, although it has been a while since you have had reversal problems, there is a good possibility that with the added pressure of a new job and wanting to perform well, you will blow it.

Anybody who has these difficulties knows that it is not wise to mention them to people in a work situation because they know that describing it will instantly place a very negative label and maybe ruin the chances of advancement in the job.

Many adults with learning disabilities are not able to see the humour in

a situation such as this and are so embarrassed and ashamed of these inabilities that it becomes a major issue for them. If we keep silent about our inabilities as has been done for centuries, how will the understanding and comprehension of this invisible disability come to pass?

I know several university students with learning disabilities who are completely obsessed with proving themselves to their peers, teachers, and parents. One person I know has succeeded at absolutely everything inside and outside the academic system but because reversing numbers and letters is a natural habit, this person cannot recognize any of the achievements in his/her life.

It is prejudiced to say this but I am going to do it anyway. The professors within the system could care less if one of their learning disabled students has suffered insomnia for weeks, if he/she hasn't eaten properly for days and that peer socialization was forfeited in order to reach a deadline. Then at the end of the three or four years of wasted time, you may have succeeded in proving to your family and professors that you had a right to this education. At the end of this struggle everybody is happy with the achievements but yourself. Why? Because in order to prove your intelligence and ability it was necessary to forfeit your sense of self. Most of all there is a smashed self-image that needs to be pieced back together. Professors do not see this, peers do not see this, the family does not see this, but you do. If you have been able to hide your learning problems for the vast majority of your life it is a simple task to hide this problem. As far as I am concerned, though, it has destroyed a potentially good and happy person. My question is: Who is going to educate the educated properly?

Rita MacMillan

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