

# The Gateway

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**STAFF THIS ISSUE**—Since students seem to like simple, sober, somber staphers, (we've been sensed). We submit the names of all two hundred 'Up with People'. (microdot of course) We also would like to mention those merry party-oriented staphers who compiled the list. (normal people deserve normal print) Those were Judi Saki Samail, Kegger Sinclair, Fingers Czajkowski, Councilman Fitzgerald (our legal advisor), Dumb Dumb de animal Cheriton, handsome Ken Bailey, Beverly Yacey, Bob Slapshot Anderson, Hugh Jockstrap Hoyles, Laurie (beautiful) Kostek, Gail Evasiuk, and that snarly rascal himself, H. G. Thomgirt.

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## Editorial

### The student newspaper and its "natural slant"

Last week, The Ubysey, student newspaper at the University of British Columbia celebrated its 50th anniversary—and in its 50th year, it has been in a perpetual state of warfare with the university administration.

The cold war consists, as in that and most cases, in one goading the other. So far, the administration has refused to take The Ubysey seriously. A more important point is that it has been suggested the newspaper does not have "approval" of the majority of the 20,000 students on that campus.

The editor promptly laid in on the line. He said "we in no way represent the mass of students; we present only the views of the students who work on the paper".

He said any student is free to work on The Ubysey—that includes so-called "rebels".

"The Sacred types and other conservatives don't want to write. The only non-rebel is a mild liberal reformer who joined us to try to change the paper from within," he said.

Vancouver may be 1,000 miles away and The Gateway may be 57 years old, but we have exactly the same sort of problem in our offices. We have a hard-core (of workers) who number about 15 and another 20 who are casual workers.

That gives us 35 people who are supposed to present the views of 15,500 students—an impossibility, of course.

Every newspaper has a slant of some sort—most of which is unconscious. An involvement of individuals necessitates this. Usually it is called "news judgment" and it is here that a paper gets its slant thus encountering controversy and outright displeasure.

When we send someone to cover a certain story, we exhibit news judgment just in the fact we are covering one story instead of another. This brings replies of "bias".

Then the reporter listens to a speech and takes notes. By taking notes, the reporter shows news judgment. He takes down what he considers important, he is using his judgment.

### ... a radical rag?

Then, most important of all, when he writes his story, he takes his notes and excerpts from what he considers the main essence of the meeting, speech or lecture. It is easy to see how individualistic stories can be. If we have one person working on several stories per week, that person's viewpoint almost always comes out in each story and hence will have the same "slant".

This is an insane thing to happen at any university as large as The University of Alberta. There is enough work here to keep half the campus going—if we are to cover the news the way it should be covered.

The Ubysey editor is quite right about another point also. Certain personalities on this campus have indicated concern that The Gate-

way may turn into a "radical rag".

At the moment, this is absurd. Most students here wouldn't know a real radical (they think all radicals look and act like Jerry Rubin) if they slept with one.

At the same time, some people who have indicated interest in our newspaper are in the "radical" category although they haven't long hair etc.

The conservative element, which is just about everyone here (about 15,465) don't write to us. They have their reasons, of course.

But whatever those reasons are, they do nothing but keep The Gateway an unrepresentative newspaper. And it will stay that way until students insist their viewpoint be heard.

## First, let's knock down the terrible word "democracy"

By HENRY J. TAYLOR  
(Reprinted with permission of the New York Daily Column—New York Knickerbocker)

Perhaps it is high time for a University Manifesto by which our reopening universities can clarify their own thinking. If the trustees and faculties are muddleheaded what can you expect of the student bodies?

Obviously, some defining is in order. In fact, the first need for the University Manifesto is to knock down a magic word.

It is the word democracy.

Webster defines it, of course, as "Rule of the majority." But Webster also defines principle as "Devotion to what is right and honorable." The infatuation with the sacrosanct word democracy and the irrational pressures toward the democratic ideal in the administration of our universities, along with the mistaken acceptance of that goal, is a well-spring from which much of the muddleheadedness flows.

**University trustees, executives, faculties, students and alumni alike are the victims of this. In an educational world hoping for progress, if ever there was a case of throwing the baby out the window with the bath-water this is it.**

Education is the jewel in the crown of democracy. But a proper university is not a democratic machine.

This is not its legitimate administrative purpose nor is it a desirable or workable goal. The apotheosis is about an engaging and advanced as the burning of widows in India. It is not a design for education; it is a meaningless emotional doodle.

Certainly nothing should be left undone to nurture, encourage and vitalize administrative-faculty-student communication. This is so obvious that most educators know it in their sleep. Moreover, great improvements—badly needed—are possible in this required area, along with the expansion of responsible student councils.

For example, my own alma matter, the University of Virginia, has reacted intelligently and constructively to the desire of many students to have a larger role on the nation's campuses.

Before this semester opened it arranged for a broad assortment of faculty and student leaders to meet at a Blue Ridge Mountain retreat for a hair-down, totally frank exchange of ideas dedicated, among other objectives, to having the students register with marvelous emphasis any troubles, "beefs". The outcome was spectacularly good. An

"ivory tower" complex is always a problem in a university or other institution. An institution with a closed mind is wrong, even if the things it believes in are right.

But enlightenment is one thing; authority is another.

**The purpose of education is to teach people to think. This is an enormously difficult task. Education cannot be conducted on the basis of a community sing. Isn't it an acknowledged fact that a good education cannot be acquired without discipline and the achievement of self-discipline.**

Teaching is a profession—a highly specialized and often frustrating profession that requires long training. It is not a popularity contest. Could an airline's passengers successfully choose the pilots? Or could the passengers and pilots in turn successfully run the airline?

It is equally preposterous to imagine that a university operation should be democratic—that good education is a matter of everyone having one vote. In Greece the same fine people who invented democracy have often shown an affinity for another Lykabetan perennial—namely, chaos. In the case of a university, that chaos is as certain as the inevitable sweep of a Greek tragedy.

The forces of destruction are always one short step behind creation. Education is not a weed that will grow in any soil. It is a delicate crop that can easily wilt and degenerate unless properly administered. And if ill-administered it is the students themselves who suffer most.

**Nothing works without management. The duty of management is to manage. In organizations you find good management. You also find bad management, which should be ousted. But the need for responsible management is undeniable.**

A university fails as an educational institution whenever trustees, executives, deans and professors duck their responsibilities in the face of phony shouts about "academic freedom" or anything else or negotiate with lawbreaking demonstrators under a condition of duress.

If you're worried about troubles striking your own alma mater, why not ask its trustees, the president, deans, etc., if they should not issue a University Manifesto. The enormous need is to clarify the institution's responsibilities loud and clear and in advance. The results have been remarkable in one courageous university after another.