

# soundeth off *relevant?*

The fundamental motivation in education is a money-paying job.

And these criticisms apply to the so-called community of scholars.

That name—community of scholars—makes me sick every time it falls from the lips of a mealy-mouthed university administrator. It is a lie—a myth—to be pawned-off on the public.

Students have no role in most university affairs.

Students determine almost nothing. They have no voice in the content and approach of university courses.

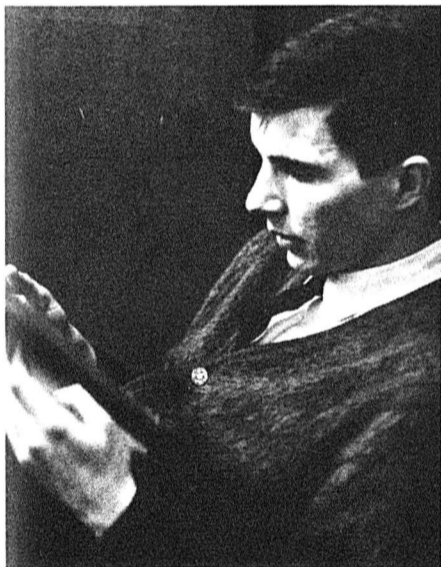
They do not determine the climate on campus.

And so students are an apathetic, beaten, uncaring lot.

Most of the golden truths they learn now will be outmoded before they reach middle age. How many of them have been inspired to self-education after they graduate and get that job?

Damn few.

Knowledge has no intrinsic value to most students here. They are out



**THE AUTHOR**

... investigating irrelevancy

for something else. Most of them can't say what it is.

They will compromise themselves out of existence just as many people walking down Jasper Avenue have compromised what they are for a dollar. Then they will quest for that missing something with a bad taste in their mouths.

The issue is the quality of education—my education, my children's education, my generation's education.

Saturday Night magazine suggests the stupefied products of the present process are likely to allow government to become authoritarian and fascist. It is not a small worry.

The magazine points to the long rule of Duplessis in Quebec as an example of this.

A U.S. student magazine, Moderator, has established the Emmanuel Glof—General Lack of Fiber—award.

"It is named for Dr. Glof, who founded Glof University, the first

modern institution of higher learning, way back in 1852. Dr. Glof was the first to institute the doctrine of Publish or Perish, first to ignore student demonstrations, first to spend more money on teaching machines than teachers' salaries, and first to refer to students by numbers instead of names.

If the award were given in Canada we'd be high on the list of winners.

Education is a mess and a farce at best—something must be done.

It is time education faced up to the problems of dealing with the mass society, with technology, with increasing de-personalization.

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Society and technology were created to serve the individual. Now they are destroying him. Intrinsic satisfaction and involvement are loose terms, but I say they are the source of all great thought. When this is gone the human race will grind to standstill.

To avoid this, education must do more than merely train students for a slot in the technology. Students must know what problems are facing the technology and what possibilities there are for changing society.

They must be aware that societal change is their responsibility.

Education has sold out to the technocrats. Engineers study only engineering although they will be citizens of a society as well as engineers. Medical students have a better chance—but not much better.

And in high school we are destroying what little concern for the problem there is by channeling students into vocational and academic and business programs.

We need inter-disciplinary studies in this crucial problem area, and we need them now. A general education should not die in an era of planned obsolescence.

If something is going to be done, it must be done now, because they are half-way through the last rites.

Second is extensive educational research—not just a few two-bit pro-

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jects. The research must take place at all levels, and it must take place in the classroom. I think at least two per cent of all educational funds should be used this way.

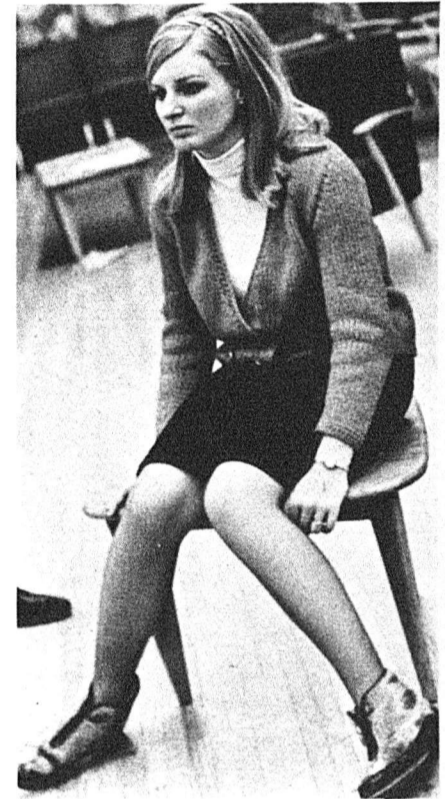
The university should turn its massive research machine in on itself in the form of an inter-disciplinary department of lecture-room research.

The university should start thinking about some relevance in its courses. Like others, I want some ideas "that are worth some passion."

## More dreams ...

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**I was sick  
of feeling  
that I was  
accepted for  
reasons  
having nothing  
really to do  
with me**



I don't think it's really the courses you're taking that cause the stress. If you have a goal to work for, you can overcome the problems you encounter in your courses. The thing I have against university is the social aspect—if you have a rotten social life, university is ruined for you.

I am lonely now, but not as much as I used to be. I've lately realized people aren't going to come to you—you have to go out of your

way to meet them. Half the battle is won if you can go out and meet people. If you're lonely, it will reflect on everything you do.

Some find education courses garbage—others find them interesting, believe it or not. Take this ed psych bit—a lot of it is regurgitation. I don't call that leaning. You can't think your way around the ed psych questions . . . it's just memorizing and multiple guessing.

—first year co-ed

... gone bad

Our position has grown paradoxically out of a new commitment to traditional liberal values. The traditional liberal accorded to the individual the highest status in society; the individual is the end toward which all else was merely a means. But in serving this idea, the traditional liberal invented the sweeping bureaucracies he thought necessary to reach every citizen systematically. The problem of how to maintain the identity of the individual in this process has become our inheritance. The civil rights movement has most clearly pointed up this problem.

The American Negro represented one of the most passive elements in our society. One of the reasons for his plight was "organized America", which kept him in his place by the sheer weight of its structures. It became the task of the civil rights workers to convince the Negroes that by standing up and asserting their individual identities, they could have some impact on their communities.

On the campus, a student who understands this is outraged by the individual values which have been applied to the educational process and by the bureaucratic models that the university follows in its organization patterns.

Our solution is to inject into the system more human qualities, the most obvious of which is emotion. Perhaps the combination of the McCarthy era and the departmental approach to knowledge has sterilized the academic process. It has certainly made it irrelevant to activist students because they have seen what a commitment to ideals can do for a group of people if it is fearlessly defended in front of the cameras of human conscience. No wonder the educational experience bugs us with its shallowness when professors aren't willing to lay their competence on the line publicly. Why load us with principles and ideals that are obviously less important than a \$14,000-a-year job and tenure? We want ideas that are worth some passion.