

Letter was rude and unnecessary

The Editor;

With reference to the letter by A. Lund, ed. 1, published in The Gateway, Tuesday, Jan. 21:

Firstly, I think that Mr. Lund is highly presumptuous in stating that his sentiments "are typical of 80 per cent of the students on this campus" and I hope that enough students from this unidentified majority will reply to Mr. Lund personally or by letter in order to show him that he speaks for himself and not for "all".

Secondly, I consider Mr. Lund's references to other students as "pot-smoking morons", "half-assed politicians", and "bastards", rude and unnecessary.

Finally, I encourage Mr. Lund to continue formulating and expressing his opinions but I ask that before he submits them to an intelligent reading public, he attempts to objectively evaluate the form and content of what he intends to say.

O. J. McCue
Arts 4

Are human rights also woman's rights?

The Editor;

The Director of Housing and Food Services, in a recent edition of The Gateway, opposed a means test for residents of Michener Park. He said "it would be on the basis of not being able to pay, and it is against human rights to to discriminate".

I am a full-time student and resident of Michener Park. Within a week of my marriage (a second marriage) in May, 1968, I was contacted by the Director of Housing and Food Services and informed that my married status might have some bearing on whether or not my family would be allowed to remain in Michener Park.

My concern, in view of the fact that, until this Gateway article, I have heard nothing more from him on this issue is, and I direct it to Mr. Derek Bone "Do human rights include women's rights?"

Marlene King
Michener Park

About engineers and culture

The Editor;

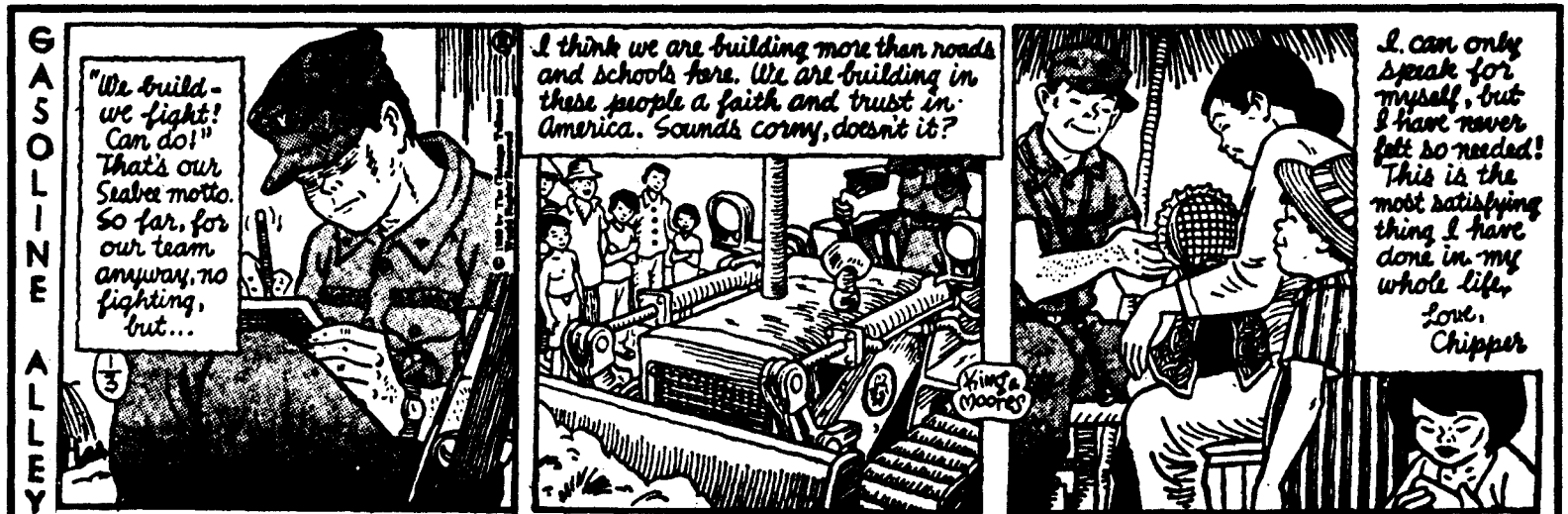
Once again the engineers have demonstrated their imbecility by plastering campus with their nauseating queen posters. And your last issue contained a letter from a lad who seemed to think that all persons, himself excluded, were illegitimate.

When are these children going to grow up out of their toilet seat, sixth grade language and art.

Maybe we literary adults should make secret forays onto campus to cover up those posters with quotations from Samuel Langhorn Clemens. That fellow was way past grade six.

Whatever happened to culture?

Mike Pountney
ed 4



Propaganda - it appears in comic strips

There are many subtle forms of brainwashing currently being practiced on this continent. And it is effective. The United States of America would have been out of Vietnam some years ago if the brainwashing technique had not been effective.

The best form, of course, is television with all its war movies (in which the American ALWAYS win), the serials (in which Garrison's Guerrillas ALWAYS win) and the docu-

mentaries (in which the Americans are ALWAYS justified).

There is even a certain amount in the afternoon television programs in which the "bad guy" invariably has slanted eyes or speaks with a too-obvious Russian accent. Parents don't seem to mind one bit. Some even buy colored television sets so the kiddies get a technicolor atmosphere.

A most blatant example of propaganda is the cartoon above. This is a syndicated piece which runs in a

fantastic number of prominent daily newspapers. The propaganda contained in the strip is blunt and yet appears harmless especially to the younger types who avidly read Gasoline Alley.

We would like to express our appreciation to The Ubysey, student newspaper at The University of British Columbia at Vancouver, for discovering the item and passing it on to us.

—The Editor

The university president . . .

The job not open to election — yet

The Editor;

Should students elect a university president?

Mr. Peter Boothroyd has once again, undertaken an analysis of university functioning with some logical consistency. It is, however, incompletely premised and not taken to a full conclusion. He has concluded that high school graduates (I do not suppose he really means to limit them to 18 years of age! Does he limit them to attendees of a university?) should be allowed to vote for the president of a university. His arguments are largely based on neo-Jeffersonian grounds, and as such are plausible. What is lacking is the clear definition that a university is, should, or can be a politically democratic institution.

Political democracy in the sense of full enfranchisement and elaborate voting participation is, to date, the most successful mode of government that people possess, although regrettably it is questionable if any people possess it to the full extent. But one must question whether or not everything we do is government. That is to say, are all activities of man to be operated as political governments?

The ideal government would have everyone within its folds knowing as much as anyone else, expressing their (different) opinions, and agreeing. Fortunately, we cannot be homogenized to that degree, so government consists of people knowing different amounts about different things, expressing their (different) opinions, and disagreeing, then usually agreeing to follow a majority.

This is a compromise which must be made. At governmental levels it has attached to it a safeguard that allows it to work,

namely, that democratic election is for a limited term. If the majority has been wrong, then an attempt may be made to right it, within some specified period of time. I think it follows that democratic election must be for specific terms. I distinguish this from appointment, which, being arbitrary, can have its own terms attached to it.

Let us return to the pervasiveness of democracy in our lives as a whole. It seems to be the case that not everything can be democratic. The newborn child cannot participate democratically in his upbringing; the senescent elder cannot participate democratically in his decline. i.e., there are extremes of experience and ability, which suggest a broad distribution of these characteristics. Our major undertakings are to extend experience and to mobilize ability so that everyone, if possible, can participate in whatever it is our life has to offer.

The university should be one of the most effective experience-extendors that there is. That is because its experience stretches right across the curve of distribution. No other institution does this, although many provide forms of concentrated experience in areas that the university treats only superficially (that is, areas to which the university can do no more than suggest points of entry).

A certain formalism exists in the university. It has developed from the university learning that its experience must be somewhat channelled in order to be most useful. All knowledge does not flood out from one Pierian spring, so that random sipping or gulping brings wisdom, but it is an accretion, perhaps more akin to evaporite deposits around that wonderful waterhole. In order to

understand the buildup, one looks at the whole exposure, samples the base, devises principles and explains the details. All this is done in some order so that best understanding may be reached as quickly as possible. The order of study embodies the formalism of the university.

Is such formalism necessary? If it is, can it be achieved by universalist democracy? Right now, I think "yes" to the first question, and "no" to the second.

We are getting to the point. Boothroyd takes as granted that everyone on the campus has an equal political interest in the naming of a president. Thus, he makes the president responsible for classroom content, student behavior, parking policy, sickleave and overtime, sewerlaying and lawn mowing. And so, in a very real sense, he is. At the present time the president is accessible and vulnerable enough to make certain a diminution of his strength, a slackening of his effectiveness, and commonly a breakdown of his health. That is a pretty bloody stupid way of running something as important as a university.

Fundamental changes are required in universities, but they are changes in definition of duties, not in the super-imposition of the requirements of political democracy (i.e. fence mending) on top of the intricate steps of the dance a president now must tread.

Redefine the president's job. Give it limited objectives. Then give it a five-year term and make it elective. Boothroyd says let 1,000 faculty, 2,600 members of the non-academic staff, 15,000 students vote for the president. Surely we must also argue for the 33,000 alumni, for they are a related to the university as the stu-

dent electors of today will be three years hence. Furthermore, the alumni are a significant part of that notorious, and desirable but unloved group, the taxpayers. If the university is a political institution, how do you limit the electorate?

Redefinition of the president's job will require redefinition of the jobs of various vice-presidents, comptrollers, registrars, superintendents, agents, officers, and others who work administratively. Shall they be elected? By whom and for how long?

Some of us are sociologists; some are dentists, some home economists, some chemists, some geographers, some engineers, and others many other things. Do we think alike? Are we agreed on the strengths and weaknesses of the university? Do we agree what the university is? Will the vote solve our problems? Will the vote attract better candidates? Is the American system of electing judges, sheriffs, coroners and dog-catchers demonstrably better than our system of appointing them?

The important thing is to improve the function of the university. This requires a general definition to encompass the multifarious functions it now has. It requires sharp definitions of the authority and responsibilities of its parts. These will vary from university to university, which suggests the difficulty in finding a supersolution. But until a university has satisfied itself as to the functions of its parts it is simply poopy to promote universal suffrage in the election of one component, the significance of which is being destroyed by misunderstanding and abuse in and around it.

J. R. Nursall,
Department of Zoology