

# The Gateway

Member of the Canadian University Press

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**STAFF THIS ISSUE**—I have a bone to pick with that awful man Winship and his foul language. Mr. Kiernan will certainly never get into deep . . . Mr. Winship. The following people who worked for this paper will testify to that: Carol Linda Sue Kaye, Al Bromling, Helene Chomiak, Sue Hill, Janet Orzech, Linda Strand, Joe Will, Brian O'Neill, Joe Clark, Mike Horrocks, Dave Henshaw, Gary Kiernan (especially Gary), and yours truly, Regina Rat.

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FRIDAY, MARCH 5, 1965

## By-Law Must Be Changed

Last Friday, the day of the handing down of the preliminary report of the Royal Commission on Bilingualism and Biculturalism, an Alberta student was disqualified from seeking Students' Union office essentially because she is French-Canadian.

Miss Michelle Lefebvre had been duly nominated for the office of vice-president. The Disciplinary, Interpretation and Enforcement Committee ruled her ineligible because she did not meet the by-law requirement that a candidate must be in her second year of attendance at the University of Alberta. Miss Lefebvre had taken her first university year at the French-language College St. Jean, which exists to allow students from the French Canadian community in Alberta to continue their education in the French language.

She attended the College, and not the University, solely because of her desire to continue her education in a French-Canadian context. That is

a motive any contemporary Canadian can understand, and probably would applaud. But it cost her an opportunity she would otherwise have enjoyed.

Given the by-law, the Disciplinary Committee probably acted correctly, and certainly acted without malice. Nonetheless, their decision derives from a *de facto* discrimination against French-Canadian students who seek to fortify one of the founding cultures of our nation.

Of course, the by-law must be changed.

But a broader moral should also be drawn. The French-Canadian is as much oppressed by by-laws written without foresight, and by every-day "interpretations," as he is by any Act or by the rantings of an exceptional Daughter of the Empire. And the accomplishment of the full promise of the Canadian partnership lies as much with the subjects of by-laws as it does with the authors of great laws.

## A Slow Newsday?

Last Wednesday's city police raid on five U of A fraternity houses is, to say the least, appalling.

As a result of police action, the fraternities have been charged with illegally keeping liquor for resale. Their guilt is now a question for the courts.

Certainly there can be no doubt fraternities on this campus contravene some aspects of the Alberta Liquor Control Act. The fact fraternity houses possess beer machines comes as no surprise to members of the university community. Indeed, it is surprising the fact comes as a surprise to the city police.

But the issue is not what police action took place, rather why it took place. Police say they were acting upon a complaint. Major R. C. Hooper says the complaint was lodged by the Edmonton Journal. Since he was present at a police inquiry concerning the case, it is safe to assume we may take the Major at his word.

Why then did the Journal lodge the complaint? It is a newspaper's responsibility to print the news. It is highly questionable if it has the right to create the news.

No one will deny a newspaper, as well as any other organization should have a public conscience. Perhaps the Journal honestly believes fraternities should not have beer machines. But if this is true, why then has the Journal not offered any editorial comment on the case?

Perhaps the Journal discovered

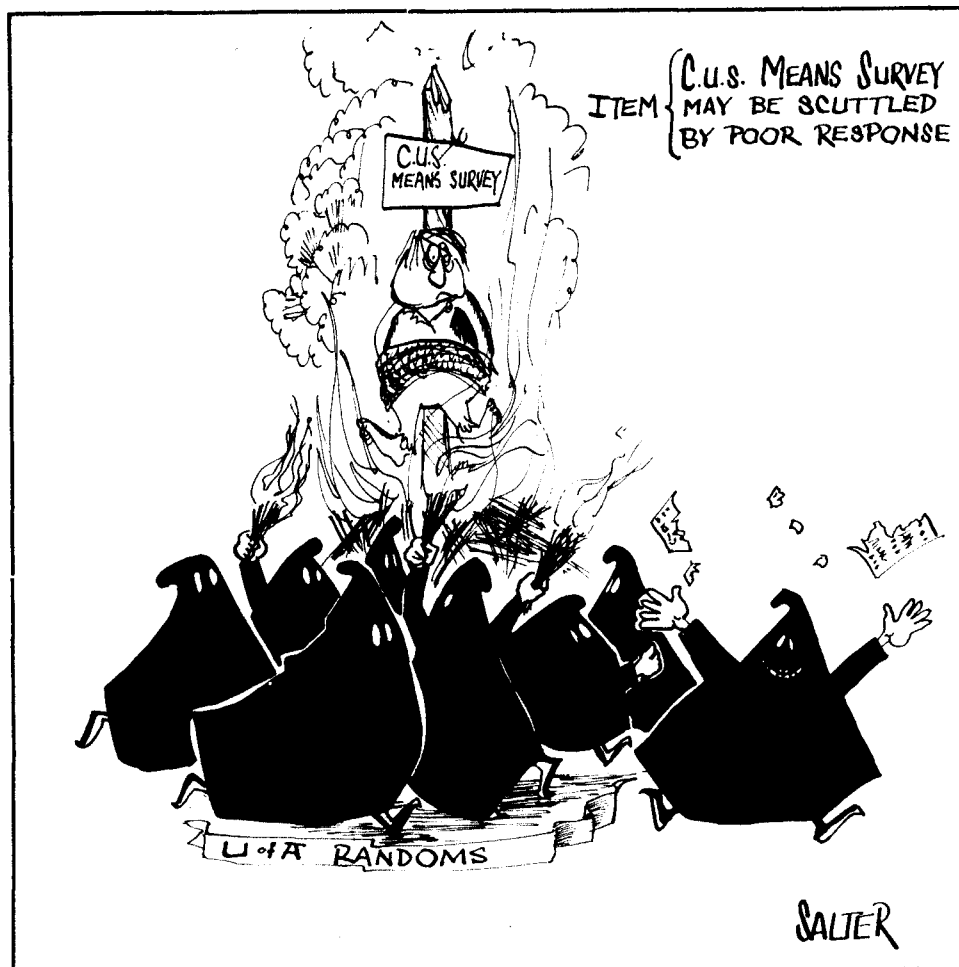
police really did not know fraternities were engaging in illegal activity and fulfilled a moral obligation. But why were they prepared on the scene of the raid before even the police were present? And why are they not campaigning for a more efficient police force, which surely we need if the existing one did not possess such common information.

Perhaps the Journal simply felt it was its duty to insure the Edmonton public was aware fraternities make liquor available to their members. But why then did they delay printing a story concerning drinking abuse at Ryerson, which this and other newspapers both college and professional printed a month ago, until atrocities associated with that campus could be linked with what can only be considered normal fraternity procedure at U of A?

In short, the Journal has no apparent good reason for initiating last Wednesday's raid. They have violated a fine tradition of responsibility found in Canadian journalism, a responsibility increased in Edmonton because the Journal is this city's only daily newspaper. Until they make an attempt at removing the cloud of suspicion which now surrounds them, the Journal must be accused of flagrant sensationalism for that end only.

Are there not more worthwhile endeavors for the Journal to engage in than investigating private, social organizations?

Perhaps it was a slow newsday?



"SO WHO NEEDS IT?"

## Bruce Ferrier

### One Cannot Be Educated By Halfs

#### On Education

*Every citizen of this country, whether he pounds nails, raises corn, designs rockets, or writes poetry, should be taught . . . to know the language well, to understand the physical universe, and to enjoy the arts. The dollars he gains in the absence of enlightenment like this will be earned in drudgery and spent in ignorance.*

—Calvin Ross

This newspaper has recently come out with various suggestions as to how Science courses ought to be watered down for Arts students, and Arts gutted for over-worked scientists.

This is the worst possible thing that could happen to a curriculum that is in the process of driving a broad wedge into the still-palpitating heart of liberal education.

A university is a place where you go to get educated. One cannot be educated by halves. Either a person has a broad detailed knowledge of both the humanities and the sciences, or he is ignorant. There is no middle ground.

Any attempt to belittle the need for a broad liberal education tends to nurture the mercenary belief that a university education is intended to prepare one for a job. It is not so intended, or should not be.

The true purpose of a university education is not to teach an individual how to do things, but to do things for the individual.

A university education should teach a love for art and culture, and an appreciation of the basis of the workings of nature; it should inculcate tolerance and open-mindedness, a respect for other people and their beliefs. It should increase the reasoning power of the individual, and provide him with the resources to reach intelligent conclusions.

These principles have been

brutalized repeatedly by over-zealous partisans of the arts and the sciences. Each wishes to have as great a share of university time as possible, and the end result is a bastardized hodge-podge of unrelated science and arts courses, forced on unwilling scholars who have never been taught to understand the worth of liberal education.

Often one discipline will triumph entirely over the other, and we have the shameful situation of engineers with four years of university and only two courses in the humanities, of artists taking Physical Sciences 341 and learning about ray diagrams they first saw in grade eleven, and of honors program students industriously learning more and more about less and less.

Equally deplorable is the complete lack of any attempt to show an interrelation between the various fields of knowledge that a student will study during his university career. English history pops up in one course, English literature in another. Philosophy courses teach principles that apply equally well to the study of French poetry. Courses in Roman History can be taken concurrently with courses in current affairs analysis.

It is not possible to make the entire university community conform to a strict chronological and thematic approach to the vastly different courses and needs of the various disciplines. But there ought to be a program, a College of Liberal Arts perhaps, that would permit students who wish it to pursue a more systematic course of study.

Of course, not every student will want this sort of program. But it is time to make an effort to lessen the gap between the "two cultures," and the best place to start is right here on campus.