

## Did students forget to ask 'why'?

The Editor,

I couldn't help but yell a big hurrah when I read Peter Boothroyd's recent articles regarding the higher echelons of education. It does one's heart good to know that there is at least one person, in this institution, with a degree of perspective left. It is good to know there is at least one person who recognizes the difference between education and training. It is rather amazing, when you think of it, that one can go through 14 or 15 years of organized conditioning and still not be completely suppressed.

One might ask why someone with a little perspective left would endanger it by attending university at all. The answer, I think, is quite simple—SUCCESS. Here I wish to disagree with Mr. Boothroyd. It is not really fair to suggest that everyone can reject the system as easily as did Albert Einstein. It is true that Albert Einstein wouldn't put up with this intellectual rape but unfortunately the vast majority are not Einstein's or Hemingway's or any of the other greats who rejected the system. For most leaving would mean a relatively low salary, a routine even more stifling than post secondary education, and, of course, the delightful social stigma of the 'drop out'.

Why did Einstein fail his high school math and Hemingway his

university English? I would think that it was because creation and regurgitation are two different entries. Can you imagine Einstein's frustration upon sitting down to a two hour multiple choice physics exam? It would be a great day for education if the grading system and the granting of degrees were abolished; if intellectual curiosity were held more important than a good memory; if understanding were favored over knowing; if a teacher were not asked to assess the knowledge of men and women whose names he doesn't even know; and if time were not considered a major criteria in the process of learning.

I sincerely hope Mr. Boothroyd was successful in shaking a few people out of their grand illusion. This is, of course, not an easy thing to do. Docility, once imposed, is self-perpetuating. Most will go on thinking that when a professor gives them a stanine nine they have 'arrived'. Most will go on thinking that education is something that you get wrapped in a piece of sheepskin after 15 or 16 years of conditioning.

Few will remember the childhood days when the word 'why' was the most important one in their vocabulary.

"Oh brave new world, that has such people in it".

Tom Dolhanty  
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## The terms were not correct

I should like to commend your editorial, "Money, money, money" in Thursday's *Gateway*. You have touched upon a theme which appears to me to run throughout much of Canada's social legislation and Canada's foreign policy. We in Canada do things in a piecemeal manner and often derive stimulus from broad emotional appeals fostered by local groups, established pressure groups or the Canadian press as a whole.

Similarly, we often do things for unfortunate groups and then we forget about them. Therefore, I strongly support your appeal for a consistent attitude toward all refugees, all students (in various institutions) and might add a plea for a consistent policy toward all welfare cases, all races and all ethnic groups in Canada.

One aspect of the editorial does, however, require critical comment. In view of the ethnic and cultural diversity of Edmonton, more care should be used in *The Gateway* when terms such as "Russian occupation", and "Russian scientist" are used.

In fact, some "Eastern block nations" are occupying Czecho-

slovakia now. The chief component of these forces is that from the Soviet Union, not from Russia. While a large number of Russian soldiers are included in the occupying forces, they are members of "The Soviet Army". The Soviet army draws soldiers from many ethnic groups in the USSR. In fact, if you look carefully at the map, you will find that Russia proper does not have a border with Czechoslovakia.

In a similar manner, Mr. Dotsenko was an Ukrainian scientist visiting Edmonton. Our exchange was between Edmonton and Kiev, i.e., between the University of Alberta and the chief university in the Soviet Ukraine. Due to Soviet (primarily Russian in this case) sensitivity on the aspirations of the Ukrainian peoples at home and abroad, Mr. Dotsenko's actions here probably had a greater effect in Moscow than they would have had if he were Russian.

What more needs to be said to convey the significant differences between the terms "Russian", "Ukrainian" and "Soviet"?

Brenton M. Barr,  
Assistant Professor  
Dept. of Geography

## A challenge to students' council

The Editor,

Referring to the article on the Canadian Union of Students' referendum (*Gateway*, Oct. 10) I would like to say that I fully disagree with the stand taken by the students' council. According to students' union president Marilyn Pilkington, "voting in the referendum will necessitate that each student make a conscious choice about the kind of student government he wants and whether that student government should aim at reforming the system or to work for revolution."

According to the council "it was determined that the student body did not yet know enough about CUS to vote on it".

Haw! Haw!

If the council would get their backsides out of their nice soft chairs (which are, incidentally, not as soft as some heads on council) and give the student body some information to which they are rightly entitled, then the student body would know about CUS.

Instead, all we hear is Marilyn Pilkington complaining about this, that and the other thing.

I challenge her, along with others on council, to start giving facts now, instead of merely providing a cost-free heating unit in the students' union building.

Darryl Gregorash  
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"It is not enough to report the facts truthfully. It is necessary to report the truth about the facts".

Letters lend a glad hand to Peter Boothroyd, another questions his interpretation of the word 'educere'. Another slams students' council. A fourth letter likes our editorial but questions our use of terms. Another liked the football broadcast. Unhappily, it is the first letter we ever received complimenting one and our own student radio did not do the broadcast.

The feature tells of the Cox Commission which had a long look at the Columbia University strikes. Letters should be addressed to The Editor, The Gateway, etc. and should not be more than 300 words. Remember—we will not print pseudonyms.

—The Editor

## Cox Commission analyzes Columbia University riots

NEW YORK (CUPI) — The Cox Commission, established to study the Columbia University revolt last spring, lashed out at the university administration and New York police force in its report released Saturday.

The administration, the report said, "conveyed an attitude of authoritarianism and invited mistrust."

Police action was of "excessive force" which "engaged in acts of individual and group brutality causing violence on a harrowing scale," said the commission.

Headed by Archibald Cox, a professor at the Harvard Law School and former U.S. Solicitor General, the commission cited instances of student provocation, but stressed it was "in no way commensurate with the brutality of the police."

Student rebels were also condemned for their "disruptive tactics". The report warned the survival of the "free university" depends upon "the entire community's active rejection of disruptive demonstrations."

The commission was established last May by the faculty at Columbia and charged to report on the chronology of events in the revolt and to determine its underlying causes. None of the interest groups at the university have commented on the report to date.

In discussing the instances of police brutality, the report cited one example: "Dean Alexander B. Platt testifies that when he pointed out to two police officers the brutal charge of the plain clothes men in front of Furnald Hall, the officers replied that they could see no policemen."

"Some students attacked the police and otherwise provoked retaliation. Their fault was in no way commensurate with the brutality of the police and for the most part was its consequence."

Other conclusions of the commission included:

- Widespread support of the demonstration was present from the beginning and did not develop after police action.

- The violence resulted from administration and police "miscalculations" of the number of students occupying the buildings and the mistaken belief that police would meet no resistance from students outside the buildings.

- The revolt was fed by inconsistent administration actions on what sort of demonstration was acceptable on campus.

## Reaction to the commission

NEW YORK (CUP)—Columbia administration president, Andrew W. Cordier, Monday praised the Cox Commission for its "extensive work and candid analysis", and said the university was "indebted" to the commission.

Cordier's statement, prepared after a two-hour session with the university's board of trustees, was the first public reaction by the university administration to the report commissioned by the faculty to study the spring revolt.

Cordier promised to take vigorous action to solve the problems that led to the strike. "University progress," he said, "requires that any weaknesses should be erased and converted into strengths."

More than 1,400 copies of the report, on sale for a quarter in the campus bookstore, disappeared within four hours.

## What does the word mean?

The Editor,

In Peter Boothroyd's column of Oct. 10, the step is taken to understand an English word wholly in terms of its latin derivation. Says Mr. Boothroyd:

The word "education" comes from the Latin *educere* which means to lead out. The very origin of the word implies that education is a process whereby a person becomes more open, more broadly aware. It means being freed of the suspicions which have been inculcated in us by the socialization mechanisms of society.

Does education in fact mean this? Or rather has Mr. Boothroyd, while firmly insisting upon freedom for development in our academic institutions, denied a similar right to the English language?

Words are but the vocal symbols of ideas. And when one intends to express his ideas accurately he is under an obligation to himself to use words in context familiar to his reader or listener. Had Mr. Boothroyd not supplied the readers of *Gateway* with his own meaning of the word 'education'—namely, intellectual freedom—would the majority of us have suspected his meaning? Or, do most *Gateway* readers not consider education to be a process of exposure to knowledge?

Holding that the significance of a word lies in the particular meaning which Mr. Second Person (singular or plural) attaches to it, Mr. Boothroyd's free university loses glamor as well. The proposed institution is to liberate the student from surrounding social prejudices. Yet it is within his social environment that the student will eventually function. Can he play a positive role in the society's collective mind, or in the minds of the majority of the society's members provided a collective mind does not exist, when he is divorced from the given society's prejudices? Can there be no more danger in an enlightened, unprejudiced intelligentsia combatting the morés of its own culture than in one culture imposing its morés on another?

David Leonard,  
Graduate Studies

## The broadcast did not offend

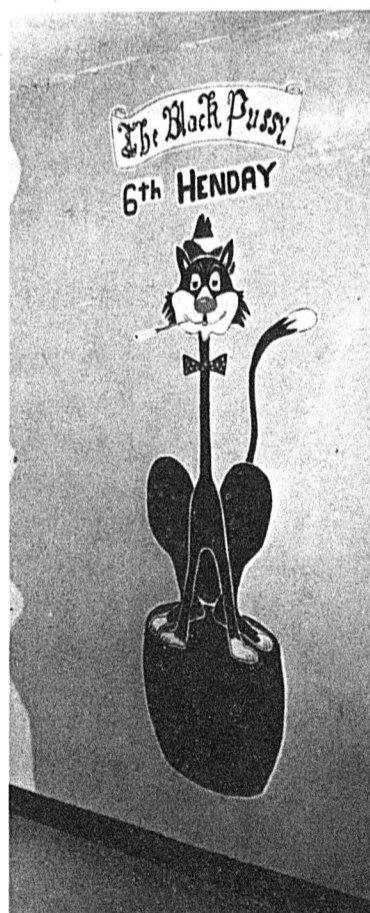
The Editor,

This past Saturday I had the pleasure of listening to the U of A Golden Bear—U of S Huskie football game on CKUA. I listen to the games whenever they are broadcast, and Saturday's game was particularly enjoyable in that the play by play was done by an announcer who, although he was a "homer" for the Huskies, managed to call the entire game without offending the listener. This is considerably more than the previous announcers were able to do.

The new announcer called a clear game, letting the listener know exactly what was going on, and avoided the lewd comments that announcers in the past seemed to enjoy so much. I think this is a step forward for the people involved. My congratulations to CKSR, CKUA, and CJUS for their support of college football.

W. R. Hanson  
Grad studies

EDITOR'S NOTE: The broadcast was a University of Saskatchewan student radio production.



THE BLACK PUSSY  
... painted in the tunnel