

The Gateway

member of the canadian university press

editor-in-chief - - - Rich Vivone

managing editor Ronald Yakimchuk
news editor Miriam McClellan
sports editor Bill Kankewitt
make-up editor Dan Carroll
photo editor Al Yackulic

STAFF THIS ISSUE—Second last press night of the year and we are tearing our hair to get out. But then again, we have our regrets, for although we are losing a newspaper, we are gaining our studies and that doesn't appeal to too many staffers just yet. Ho Hum. A few good parties should carry us all through. Those on the countdown tonight were: Ina (last but not least) van Nieuwkerk, Cathy (her language is abominable) Morris, Judy (next year's booze editor) Samoil, Brian (lost in Siberia) Mac-Donald, Terry (with a six-day week) Petit, Greg Berry (who manages to screw it all up), Opey (kinda mopey), Ellen (tooth) Nygaard, Rolf (oy vey) Stengl, Phil (parties are scheduled according to his time) Lenko, Lynn (the fin) Hugo, Joe (who will meet his Waterloo) Czajkowski, Bob (Napoleon) Anderson, Hugh Hoyle, Al Scarth (all the headaches will soon be his) and your panting from poopdom snake, Harvey (G for graduating) Thomgirt.

Final copy deadline for the Tuesday edition—8 p.m. Sunday, advertising—noon Thursday prior, Short Shorts—5 p.m. Friday, For Thursday edition—8 p.m. Tuesday, advertising—noon Monday prior, Short Shorts 5 p.m. Tuesday, Casserole advertising—noon Thursday previous week. Advertising manager: Greg Berry, 432-4329. Office phones—432-4321, 432-4322. Circulation—12,000.

The Gateway is a published bi-weekly by the students' union of The University of Alberta. The Editor-in-Chief is solely responsible for all material published herein. Editorial opinions are those of the editor and not of the students' union or of the university.

Authorized as second-class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Postage paid at Edmonton. Telex 037-2412.

Printed by The University of Alberta Printing Services.

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TUESDAY, MARCH 4, 1969

Editorial

Ask the administrators and they will answer

From the first grade in elementary school, pupils are taught that they are to obey the teacher and that whatever the teacher said on a particular day on a certain subject was automatically correct.

Pupils are taught to listen intently to what the teacher says, then to copy it obediently and barf it up at exam time. The teacher, of course, marks the papers so it is apparent that the pupil should try to please the teacher with the answers to the exam questions.

Follow this pattern. It doesn't change in high school. In fact, it worsens. For most students, it is easy to recall at least one day in the principal's office in which the grand old guy reamed the hell out of someone. Students do not openly question this. And they don't talk back to the principal or ask him what the score is. No, students are taught to be mute, attentive and obedient.

Last Friday however, they were some enlightening signs that for a few students, the situation was just a bit different.

About 100 or so students met with Academic vice-president Max Wyman in the General Faculty Council chambers in University Hall (Old SUB). For more than two hours, these students talked to Mr. Wyman. He has asked about the tenure system, how it could be changed, and what was going to happen to sociology professors Seth Fisher and Don Whiteside, who are in the preliminary stages of attempting to obtain tenure. At this time, it is known only that head of sociology department, Gordon Hirabayashi, has recommended to the tenure committee that the two profs not be granted tenure.

During the give-and-take session

(in which Mr. Wyman showed his coolness under fire and that he knew much more than students gave him credit for), it was obvious that number of students present were undergoing startling social change. Here they were, average, everyday students at The University of Alberta, and they were challenging the second most influential person in the university structure with blunt, thoughtful questions.

It is too bad more of you didn't see what happened in that session. Mr. Wyman was asked questions to determine how he felt about student involvement within the university. He was accused of not "doing everything he could" to help students get involved.

That Mr. Wyman's answers were satisfactory is not all that important. What is important is that a prominent university administrator will sit with students, hear their complaints, and make every attempt to answer their questions.

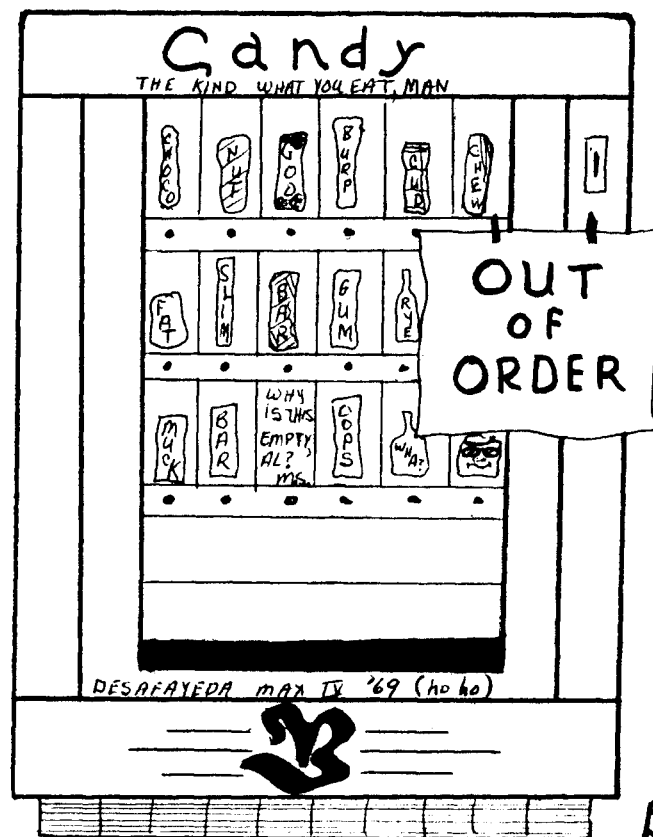
And students will take their problems to these people. There is no fear of malice, no worries that it will cost exams marks for being belligerent, no slashing on term papers and no concern that parents will receive nasty notes saying their children are misbehaving.

No, it was a tremendous session with Mr. Wyman and it should set a standard for the university in years to come. For Alberta, this is great progress.

Now all that has to be done is to rid high schools and elementary schools of the rigid disciplinary measures that scare the wits out of students and prevent them from getting the lowdown from the people up top.

To use the jargon of the day, exterminate the "master-slave" relationship.

NEWS ITEM: NEW VENDING MACHINES ON CAMPUS
I WONDER WHY?



Communicate? Democracy?

By BRIAN CAMPBELL

Some people like the sound of breaking glass.

And some people only listen to the sound of breaking glass.

If you haven't guessed already, this column is about communication. It seems that I've droned on and on about communication for years with no results. I'm going to give it one more try.

According to John S. Mill a democracy depends on an educated electorate. If we look closely at that definition and take it seriously we do not live in a democracy; we have never lived in a democracy; and we will never live in a democracy.

An educated electorate is not gauged by the percentage of that electorate which gets out and casts its vote in any given election. An educated electorate is one which cares enough to educate itself. It is an electorate which cares enough to find out what the polarities are and then strike a position on those polarities. An educated electorate listens—it has its ear to the ground and it puts its mind to the wheel. The ignorant comments of Mr. Leavitt and the sort of bilge which issues from the mouths of downtown businessmen and the so-called campus "moderates" indicates they have paid no attention to what the "radicals" have been saying.

And yet these same people tell us we should work within the "system". They tell us change will come through persuasion. They tell us we should go and talk with the "people" and do what they see as the "democratic thing".

These "moderates" are the bastions of democracy. They are out to defend their freedoms. They have forgotten that freedom of belief hinges on the responsibility of keeping their ears open and their minds in gear. They think that democracy grants what I call the freedom of ignorance.

It grants no such thing. The "moderate" definition of democracy is a lie, and the people who support this sort of deaf democracy are liars.

They have exercised their freedom of ignorance, their democratic deafness, long enough to destroy what they are defending.

The radicals talked. They tried non-violence. They demonstrated. They col-

lected petitions. They sat-in. They went on freedom rides. They burned draft cards. They sang.

The establishment talked down to them in a parental tone. Dean Rusk made sounds like he was about to take the car keys away from these bad children and nobody paid the slightest attention to what was being said. The Medium is The Message—I mean really Thelma these bad boys and girls will grow up and know better. No one asked what they knew then.

The University of Alberta is not without its Ruskitis. There's Mama Marilyn and Papa Johns to tell us when we're bad and give us a lollipop when we're good.

Frankly I'm tired of lollipops.

Mr. Leavitt and his authoritarian friends over at the legislature have demonstrated their position well enough. Wyman, Johns, and the administration are just as arrogant. And last year Marilyn Pilkington tried hard to follow in their size 14 boot-steps. What do you do and what has happened?

These people do not listen to the sound of conversation—to the interchange of ideas, perhaps they will listen to the sound of breaking glass, to the crunch of a computer, to the noise of feet in the hallway.

They do listen to these things, but they do not understand them. They go paranoid and call the police out to sit in at SDU meetings. They remove the files from the arts building. They mobilize their deaf friends across the river.

Sometimes they negotiate—but only when the gun is put to their heads. They get scared and they give in on a few token demands from time to time. They say (and I think they say it out of the side of their mouths) that they like students to participate. I compare that ploy to the 1954 Supreme Court school-integration decision. It was a fine principle but the schools still aren't integrated. The establishmentarians are basically liars.

What we have is a double-bind. Nothing is achieved through talk, and power politics ends in destruction. Society is static. The unresolved tensions will destroy it.

The time has come to pass the grass and head for the hills.