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UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job."

VIETNAM WAR

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening, are still copping out again. And in the high schools, stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured society of a teaching

job attracts timid persons and, furthermore, that teaching, like police work pulls in persons who are unsure of themselves and need weapons and other external trappings of authority.

At any rate teachers are short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say-or-else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim - any time you choose - you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced

and red eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear - fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And worst of all, you make your own attainments

seem not accessible but awesomely remote. You conceal your massive ignorance - and parade a slender learning.

You might also want to keep it in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological terms than psychological terms. Work them out, its not hard. But in the meantime what we've got on our hands is a whole lot of niggers.

And what makes this particularly grim is that the student has less chance than the black man to get out of his bag...because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

LITTLE EDUCATION

For one thing damn little edu-

cation takes place in the schools. How could it - you can't educate a slave; you can only train them. Or, to use an even uglier word, you can only program them.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it, in college, it's more often the teacher. Others get tired of fighting and voluntarily leave

the system. This may be a mistaken thought. Dropping out of college, for a rebel, is a little more like going North, for a negro. You can't really go away from it so you might as well stay and raise Hell.

The poor don't make it to university in Ontario

TORONTO (CUP) Students from low-income backgrounds continue to be under-represented in Ontario's universities, according to a recent provincial education ministry report.

The report states that social inequalities are transmitted through existing education structures and reforms are necessary before post-secondary education access for low-income students can be improved.

"We wholeheartedly agree with those who argue that money matters in the decision to pursue a post-secondary education," the soon to be released report states.

The report, authored by Paul Anisef, a York University sociology professor, states that financial assistance programs must be publicized in high schools and government programs should be introduced at the stage where children and parents begin to discuss future educational and career options.

Ross Perry, Ontario Federa-

tion of Students researcher, agrees that tuition and financial barriers exist at all levels of educational decisions.

It is a combination of economic, social and cultural factors that prevent low-income families from sending their children to post-secondary institutions, he said.

"If the Ontario government really wants people to pay their 'fair share' of university costs, let low-income people go free as they do not use the system which their tax dollars support," he said.

Perry said the provincial government should not expect families with an after-tax income of less than \$7,700 to contribute towards the Ontario Student Aid Program.

The report's reform recommendations include:

- head start and summer learning programs for the poor, beginning in kindergarten
- a registered education savings plan rewarding high schools that place students with low-income backgrounds in

post-secondary education, and -improving guidance in high schools.

"Many of these programs could be implemented by the extension of existing programs," said Perry.

He added the report lays the groundwork for future accessi-

bility studies with a methodology to monitor the participation rate of socio-economic status groups in universities and colleges.

But the provincial government made only 400 copies of the Anisef report and according to Perry, this decision is "giving a

limited run to a study which should be given a maximum run."

He said the government should distribute thousands of copies to high schools, the federal government, parent-teacher organizations and other interested groups.

Scheme may do violence

WINNIPEG (CUP) The federal government's work training program is based on the philosophy that "economic targets should drive human resource development," University of Manitoba's administration president said at a recent conference on employment.

Arnold Naimark and several other panelists at the forum on revamping federal work training programs, said they worried that federal proposals would cut back on the liberal arts and sciences.

Trevor Dandy, U of M faculty association president, said even

most business leaders prefer graduates who have a broadly-based education with specialization learned on the job or at graduate school.

He said employers don't want people with "efficient but robotic" skills.

Danday said it is increasingly important to have a sophisticated, educated electorate with a knowledge of Canadian history. "The necessary basis of a system of representative government" is an educated electorate, he said.

Robin Farquhar, University of Winnipeg administration presi-

dent, said he fears that the value of liberal arts institutions will be downplayed in looking at employment needs.

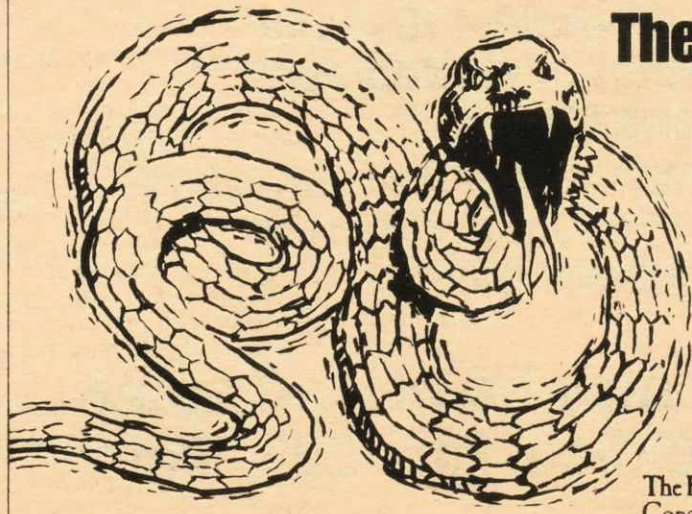
He said the liberal arts "are the source of comprehensive wisdom, of critical judgement, and of mature taste that characterize the truly educated person."

Farquhar said liberal arts students do extremely well in their careers, and that their undergraduate education "provides the strongest possible base for a life of meaningful and satisfying work."

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