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Today on Page Five there is a letter from a WUS scholar in Poland on her experiences, on the teach-in, international students, apathy again and the new bookstore.

Peter Bassek has done another cartoon and Jon Whyte has written a Viewpoint on beating dead horses.

If you have a strong idea on something you are invited to submit it for Page Five. All submissions are welcome and most are printed.



A PROVINCIAL MINISTER'S CONCEPT OF THE IDEAL UNIVERSITY INSTRUCTORS

## letters

### concrete proposal

To The Editor:

During the recent Teach-In sponsored by the Political Science Club, I took the opportunity of sitting and listening to the discussion for some seven hours. Unfortunately, I was unable to attend the first panel discussion in its entirety. It was, however, the last panel that has excited my blood pressure. While walking home from the teach-in, I started to think about the discussion of this last panel, and have decided to ask Professor Kemp a question through the columns of *The Gateway*.

Professor Kemp was very vociferous in criticizing the university in nearly all his remarks. The main theme of his talk was that students should protest indecision, ineptitude, and unfair practices on the part of the administration and faculty through demonstration. Extremely passionate during his criticisms, Professor Kemp offered only one proposal to correct the situation, that of demonstration. This is not good enough.

During the days of the notorious members of the English department, students of this university demonstrated against Wm. Hawrelak's reelection as Mayor of Edmonton. Aroused to action through the inspiration of these notorious professors, a group of idealistic students converged on City Hall carrying placards crying for the Mayor's removal, and the upholding of public integrity and morality.

At City Hall, these well-intentioned idealists were met by a group of irate "citizens" who were firm supporters of Mayor Hawrelak. The students were pushed around, abused, cursed, spat upon, and struck by

this mob of "citizens." Although these students must be commended for not retaliating, they must be blamed for the resulting actions, or rather, inactions.

The next step was another demonstration, mainly occurring on the campus. The second demonstration was where my sympathy for their cause was alienated. The first demonstration could be justified as an attempt to show the people of Edmonton, and in the larger context, the people of Alberta, that the students of the University of Alberta were concerned with public morality. The second step was useless protest, for the sake of protest, and accomplished nothing. Logical, concrete action should have been the second step. For example, the students could have attempted to find an upright man to oppose Mr. Hawrelak in the ensuing civic election. Once no concrete steps were taken, the movement lost its validity.

What did the demonstrations accomplish? They accomplished nothing. They were great experiences for the students involved, especially the first demonstration. Facing a mob of ignorant, emotional, and irate "citizens" is surely an education in itself, but what were the concrete consequences? The only ones that I can offer are that relations were strained with the citizens of Edmonton, and misunderstanding was achieved with the rest of the province. Scorn of Albertans for the university was the prime result. What positive, concrete consequences resulted? None! The students failed because they complained, but offered no actual solutions.

This is my question to Professor Kemp. He advocates demonstration.

This is inadequate as seen in the above instance; it is not concrete nor positive enough. What are Professor Kemp's concrete proposals that will be truly effective? What effective methods does he offer to students who are dissatisfied with existing conditions?

I feel that I must add a note in regards to the city hall protests in order to clarify my position. I participated in the first demonstration, and received an education that I shall cherish for a long time. It was the experience of a lifetime, but an experience that I don't wish to make a daily occurrence. In regards to the English Professors, I might add that I have met three of them, and have had the good fortune to have had two of them as instructors. I am proud and fortunate to have met them. In my courses I came away with a greater understanding of the subject, but more important, I came away with a greater understanding about myself. They failed, however, for the same reasons as the students failed. Demonstrations, Professor Kemp, are effective in publicizing concern, but much more effective concrete proposals must be offered as possible solutions in order to achieve success.

A. Brent Lawley  
arts 3

### questions

To The Editor:

Your two-page forum on the foreign student was very interesting. However, I would like to make a few comments on Mr. Heurenberg's "polite veneer."

Firstly, it seems to me that all Mr. Heurenberg is interested in is to find faults with Canadians, and to place his interests, likes and dislikes above those of the average Canadian.

Mr. Heurenberg was very concerned that boys and girls on the campus were not concentrating enough on what he called the "intellectual topics."

In conceding that a majority of students here do not have his interests, I would like to ask if this applies only to a Canadian campus. For example, the percentage of young people more interested in popular and beat music than in classical music is large everywhere.

I think Mr. Heurenberg should accept the fact that every city cannot be an Vienna or a Salzburg.

Secondly, I would like to ask Mr. Heurenberg to what extent he sincerely attempted to know the people here with an open mind, without looking down on their habits and interests. The truth, I think, is that nobody can make friendships anywhere in the world if the two persons concerned are not genuinely interested in each other's interests.

If Mr. Heurenberg is really sincere about making friends, rather than acquaintances, of people, I am sure he will be surprised at the results. I am sure that the statements he made in his article are sincere, but are definitely not put to an honest test, I am sorry to say.

Now, coming to Mr. Heurenberg's concept of Canadian girls: I would like to ask him if there is anything wrong in their talking about the subjects they are genuinely interested in. Should they put on airs for him and show their ignorance about a topic he has mastery at. If only Mr. Heurenberg realizes that all he knows is not all there is to be know,

## wus scholar sharon johnson experiences in poland

As you can see I finally made it to Krakow. I must admit a few difficulties arose in Warsaw. Mr. Lalewska was too busy to see me, as were two of his assistants. As my Polish quickly became entirely inadequate, they finally found someone who spoke English. His only query was—"Why are you not in Cracow? They are waiting for you!" Well it turned out that they were not waiting for me. As far as they were concerned I might have fallen out of the nearest tree. They sent me here to "Nawojka" for the night while they decide what to do with me.

Next day my damaged ego was reconstructed when they realized who I was (apparently telegrams in Poland are delivered rather late). Since my Polish is rather poor, someone turned up who spoke Russian. From then on things went swimmingly. It took me a week to register with the local "milicja," (office hours are apparently changeable whenever one gets hungry). I still haven't a clue what courses I am supposed to be taking. Apparently I am a free agent; I can sit in on any lecture I want. "I am a Canadian" is the magic password.

Nobody speaks any English, which is actually good as I did come here

to learn Polish. I must admit that my first impressions of Poland were not good ones, although things are improving. On the way into Warsaw from the airport the taxi driver slammed on the brakes—I cracked heads solidly with him and fell on the floor—all my luggage tumbling down upon me—we had killed a rabbit!!

... The residence is a rather different experience—coming from a typical middle-class Canadian family I'm rather spoiled with regard to all the comforts of home. Here we have no hot water and the bed linen is changed once a month—as I say—different! I'm getting used to it. I once read an article that said Canadian and American women wash too much anyway!

The people that I've met so far are very nice—students and professors alike—everyone is always feeding me and offering to show me the city. I'm singing with a choir that specialized in all kinds of Slavonic songs and dances (Alb., Bulg., Yug.), and during the spring break we are planning an excursion to sing in Yugoslavia. It should all be very interesting if it turns out. I haven't much in the way of voice but I'm meeting a lot of talented people.

I think he will find life a little more interesting. The real charm of life for a foreign student on campus lies in exchange of views and interests with Canadians on campus, and I wish Mr. Heurenberg will give a try to this approach.

Concerning the interests of Canadian boys, I dare say that the gross generalizations he has made are completely out of place.

Anybody who considers that his culture is "better" than that of others, rather than is "different" is, I think, rather in for trouble except at his own home.

Lastly, I would like to ask Mr. Heurenberg what he did really find out from the girls on 97 street.

Rao Darsi  
grad studies

### apathy comment

To The Editor:

At 4 p.m., Tuesday, Oct. 26, we went to the debate in Pybus Lounge.

The debate was on tuition fees—to be or not to be.

At 4:20, a nice gent came in to ask us if we had "come to hear a debate." After an unenthusiastic "yeh," we were informed that it was cancelled, because of a lack of interest. We were the only ones who showed up! Two of us—innocent freshmen at that.

Of 11,070 students (*The Gateway*, Oct. 6), two showed up. But these two students who were so interested in tuition fees, who missed their bus home, who sacrificed several valuable minutes at pool, were victims of student apathy.

Sadly enough, there was actually 100 per cent student apathy. You see, Mr. Editor, we actually only sat down in Pybus for a few minutes rest after a rather hectic day.

James Hill, ed 1  
Greg O'Brien, ed 1

P.S. Perhaps a raise in tuition fees next year would stir up a little interest.

## Viewpoint

Norman Mailer, among others, once said that it is embarrassing to be asked if one is still beating one's wife. Perhaps...

But what of the wise men who uncloset their skeletal horses, take them into the public forum and, in the sight of hundreds, proceed to beat and beat them. Obviously they are not embarrassed to be seen doing it. But are they embarrassed to be asked if they are still beating their dead horses?

Who are the dead (horse) beaters?

We saw them at the teach-in.

The departments they come from is not important. But their ideology is. Its corporate moroncy is manifest in every movement toward the distillation of dialogue. The final quarter of the teach-in, the only subject worth the effort, had a distinct difference from the other three quarters. Where the first three were political subjects, the fourth was cultural in intent and scope, yet the gentlemen in the gallery tried their damndest to subvert, alienate or destroy the topic at hand and to replace it with the same sort of conversation which we heard all day, listened to in boredom for the most part—the call to action, the invocation of revolution, and so on.

by  
jon  
whyte

They preached about the horrors of the administration, the government of the province, the evils of Pearsonbaker, the nastiness of the Board of Governors, the vileness of the premier (so much easier to do while he wasn't around) and they prayed in the name of Berkeley and the ghost of Clark Kerr for the REVOLUTION!

Now, perhaps it hasn't been said loudly enough, but the Berkeley affair is really a fad, and the appeal it has to the non-Berkeley student is at about the same level as the Beatle thing. Students leapt on to the same bandwagon as the Ivy Leaguers when the thing to do was swallow goldfish. Now, with the youth cult of the west coast, the college to follow lies to the west. Berkeley revolts! Let us find a subject for a revolution, too.

As one friend, now attending an American university said, "the situation is so bad, we have to do something." But he wasn't talking about drafting college students to fight in Vietnam, or an appearance of the HUAC in Bloomington. No, he was talking about the fact that the girls in residence had only one late night out per week. Let us riot here too, for the same reason.

Next week they'll be rioting in Columbia because someone took away their right to hold hands, and then we'll know where we're going. Then we'll riot in Alberta because Manning hasn't done anything about the weather.

Is it too late to suggest that there might be a better rationale than the call to riot? Need we accept the American mode of revolution? I've said it before: we have no need to import second hand American institutions such as the Berkeley riots just because they've never been tried here. Like the full scale importation of such disciplines as sociology and education methods, appropriating social awareness is a fad, and a Bad Thing.

And if I want to study dead horses I'll go to the Smithsonian Institution where General Sherman's is on display.

Jon Whyte is a graduate student in English and the past editor of *Inside*.