

Tragedy, joy in classroom

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going through the motions — even after they have seen through the rhetoric of the bureaucracy.

"Individualism" must also be challenged intellectually. And this is not easy task. People must come to realize the "individualism" fails to describe human behaviour and experience, whether one analyzes language, ideology, or whatever, to show this. Individualism is what complements the repressive tolerances of the corporate society for freedoms from are what individualism emphasizes. Freedoms to do things require people acting communally — on the basis of common needs that present institutions don't fulfill. A communal commitment is required for intellectual work to be done.

The bureaucrats (whether

academic or administrative) won't like the nurturing of intellectual values in education. In institutions where totalitarian democracy reigns (you accept the corporate institution and are allowed to make decisions that don't conflict with its control), creative research is subversive. In institutions based on rhetoric, ideas are subversive. When students and teachers begin to develop understanding and meaning from the acts associated with words, and a skepticism of the meaning authority attaches to words develops, the institution is no longer secure. Education, if it works, is simply subversive.

That is why there must be a willingness by those engaged in learning to make the transition from intellectual work to political activity. This does not mean a mechanical teaching of a political ideology in the

classroom, or a mechanical advocacy of political action. It is easy for those with verbal intelligence to replace one set of symbols with another. Elitist beliefs can be replaced with democratic ones in a classroom without there being any implication for behaviour.

It is the teacher's commitment to nurture critical, methodic intelligence, and a comparative understanding of ideas, as a basis for the student's creative inquiry that is vital. This process will itself create values counter to the bureaucracy, and, if passion exists in one's study, conflict with the bureaucratic institution is inevitable. And we must not forget that the meaning of words used by a teacher will result from the acts students associate with them. In the final analysis, a teacher teaches by the way he or she lives.

Senators' views different

(cont'd. from p. 1)

ministration planning for two summer schools, before the decision had been made in Senate.

Cochran feels the Senate is relevant and important to students.

"I'd say that virtually everything the Senate does in some way or other affects the students," he said. "By the very nature of the terms of reference of the Senate it is relevant," he added.

"There's a hell of a role for students involved in the Senate," he continued. The Senate committees also provide a good place for students to become involved, Cochran explained, "for that's where the guts of the thing are."

PLANS FOR THIS YEAR DIFFER AGAIN between the two senators. Harvison wants to settle the question of control of the campus police force. It may not be an issue immediately, he said, "but as past examples show the problem can flare into some ugly and unfortunate incidents." He suggested one solution might be setting up a non-partisan body to control the force.

He also wants to see the student senators acting as intermediates in academic disputes between a student and his/her professor. Some work has already been done in this area, he explained.

"I think this could be the inauguration of a more useful function for the student senator," he added.

Cochran wants to see the Senate open up more to students. "Inherent in this," he said, "is the responsibility of the students to be responsive to that situation."

He cited examples from past years where student senators had not attended meetings, as one example of students not accepting responsibility.

Personally, he plans to get to every meeting he can.

For those students who want

to attend Senate meetings, they are held on the first Monday of every month, he concluded.

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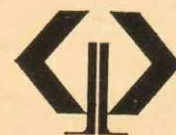
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