

Sobus criticizes S.A. says "not workable"

Bob Sobus, vice president of the Student Association, said that he is not pleased with the student government as it is presently set up and run. He is going to try to have it replaced with another arrangement at some time in the future. He pointed out that, given the situation at FSC, the general assembly is not workable. Established as a pure democracy, the students are just too apathetic to make the general assembly work. The students are simply not interested in change, rights, communication, etc., and thus the whole setup is a sham.

Bob went on to explain that the actual system and machinery of the government is a "patch-work". It is shot through and through with inconsistencies, confusions, and poor planning. In sum, "It stinks."

Bob also explained that at the time that the constitution was written, the students felt suppressed by the administration. To combat this feeling, the students developed a government which would allow themselves to be self-governed. Therefore, the idea of a pure democracy was written into the constitution. What has happened in fact though, is that the

students have refused to accept any responsibility, thus turning the whole thing into a joke. "Take the government away from them and they will complain," said Bob, "But give them an opportunity to do anything and they will shy away from it."

Bob gave the example of the women's curfews to support his argument. He said that if students felt strongly enough about the curfews, the Dean would gladly abolish them. The girls are so apathetic about having them abolished though, that a boy is in charge of the curfew committee! If the girls do not want the curfews abolished, why bother trying to have them absolved?

Sometime next semester, Bob said that he would like to "bring

the students back to reality." The student government should not be a defender of nebulous ideals, but should accomplish some of the tasks that need to be done; for example, booking entertainment, arranging activities, planning, etc. Bob said that this work is very tedious but that it is nonetheless necessary. Should a student have his rights violated, and if the students were concerned, then an ad hoc committee could deal with the problem as it arises.

Next semester, Bob plans to present a plan for the abolition of the general assembly. In its place he would establish a legislative assembly. This assembly would restrict itself to doing the dull, tedious, busy-work that has to be dealt with.

Chief Justice dismayed terms court "Rubber Stamp"

In an exclusive interview with State-to-Date, Larry Lamson, Chief Justice of the Student Court, announced his plans to terminate the functioning of the court. He said that he has "no plans at present to call the court back into session". Since only the chief justice may call the court to order, and no student may petition that it be resumed, this move, in effect, abolishes the student court.

In explaining the reason for this move, Larry said that the court has three basic limitations in its present setup, and that its continuance under those situations would be absurd. First, the court can only punish students. It has no means or facilities to prescribe or administer a program of corrective rehabilitation. "A judiciary should be in at least

some ways corrective, and not just sit around and administer punishment," Larry said.

Second, the students are not interested in the court. Larry explained that not only the students on campus, but even the students on the court itself could care less about the court. "If not even a small minority of students are concerned with the court," said Larry, "Then I don't see why we should go on pretending as if they are."

The third reason that was given was that the court has no power. The Dean of Students is able to overrule any decision that the court comes to. "This means that we are but rubber stampers," Larry said. "If the students are to be given the means to govern themselves, then they should be given those means. It is as if we are given the right to say that we approve of what the administration plans to do. Rights like that, "Larry said, "we can well do without."

Any cases which are pending action, or which will be referred to the student court in the future, will be transferred to the administration for adjudication.

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Fractured Reflections Bucking the Grape Society

By Some Various

"... at present the organization of American society is in an interlocking system of semi-monopolies notoriously venal, an electorate notoriously unenlightened, misled by mass media, notoriously phony, and a baroque state waging war against another baroque state. The colleges, on their part, are powerful and importantly independent. Between such forces one would expect a continual and electric clash. Instead, there is harmony... the agent of this (harmony) is administration and the spread of administrative mentality among teachers and even students... there is so much inane conformity (that the) universities are little models of the organized system itself." Paul Goodman

"It is not only the character of the instruction but the character of the instructor that counts. If the student has reason to believe that the instructor is not true to himself, the education is incalculably diminished." 1915 Code of the A.A.U.P.

"From the beginning, the American College President has been ambiguous. Is he the head and spokesman of the scholars, or is he the henchman of some other power?" Paul Goodman

"... to make the faculty subordinate to the trustees is to exalt the means above the ends and subvert first principles." Jasper Adams

"The evolving role of the college professor in America has been characterized by a progressive decline of his character-developing function... which is taken up by specialists in guidance, counseling, and psychiatry." Robert Knapp

"Teaching is a secondary art. A man is a good teacher if he is a better something else; for teaching is communication and his better something else is the storehouse of things he will communicate. I have never known a master in any field who was not

also a master teacher." John Rice

"... the A.A.U.P. is a national craft union, largely of entrenched seniors, that copes with distant crises by dilatory committee work." Paul Goodman

"For a long time all boys were trained to be President. Then for a while we trained them all to be professional men. Now we are training boys to get jobs." Robert Lynd

"Teachers operate in social systems such that whatever excitement they offer tends not to be caught up, reinforced, and multiplied by being shared outside the classroom." Theodore Newcomb

"Graduation does not mean having achieved a new objective size and commencing; it means having surmounted (or avoided) a number of obstacles and survived." Paul Goodman

"Education is the same thing as the creation of the academic community." Frank Pinner

"Columbia is run like a bank." Jacques Barzun

"Enforced quiet and acquiescence prevent pupils from disclosing their real natures. They enforce artificial uniformity." John Dewey

"People who like that kind of thing find it just the kind of thing they like." Abraham Lincoln

"Among students, as well as among teachers, there has been a tendency to regard courses as something which exist in nature, instead of artificial simplifications for the mastery of what are complicated organisms." Felix Frankfurter

"Culture is activity of thought, and receptiveness to beauty and humane feeling. What we should aim at producing is men who possess... culture. Education is the acquisition of the art of the utilisation of knowledge... education in its present phase suffers from a lack of definite aim, and from external machinery which kills its vitality... it has not decided whether to produce amateurs or experts." Alfred North Whitehead

By Bob Mugge

Beginning an article on a social problem these days is growing increasingly difficult. Our heads are all buzzing with repercussions from civil rights, the war, poverty, Biafra, and the many thousands of alleged injustices we're repeatedly and painfully reminded of. And after all, it's only human to repel new responsibilities, and even to not wish to admit that evil exists in the "good society." This is a problem when confronting adults with the ills of the world—the world that is theirs, the world that brings them security because they made it and because its condition promises them continuance of their place on top—but must it be so with students also?

Presumably, youth is the most idealistically vital segment of society and, also presumably, college students are the cream of this vast reservoir of mostly unleashed idealism. It is because of this assumption, and obviously not because of much personal evidence of such at Frostburg, that I have chosen to write this.

Students in recent years have selected the problems of the poor, the minorities, the working class, and others who find themselves being crushed by blind, unfeeling, modern-day "establishments" to hold up as symbols in their crusade against the inhumanity of man. For this reason I find it astounding that so few students are aware of the plight of the grape-pickers in California and of the fight now ensuing nationally in their behalf. One of the greatest problems at Frostburg seems to be this lack of social awareness so I am attempting now to help alleviate this by recounting the major facts behind this one important issue.

Most grapes that we buy in grocery stores originate in California, and most of them probably from the Giumara Vinelands Corporation. Farm workers employed by Giumara earn \$1.30 an

hour, 30c below the minimum wage. Workers labor 12 hours a day, 6 to 7 days a week, and often wives and children must forget school and other matters in order to help out in the fields. Their housing is a standard, working conditions are inhumane, and their water is contaminated.

These people have finally gained enough courage to demand something better. As members of the United Farm Workers Organizing Committee, AFL-CIO, and under the leadership of Caesar Chavez, they have gone on strike in their fight to get union recognition, better wages, and improved working conditions. However, Giumara refuses to recognize the union, stating flatly that the farm workers have no right to collective bargaining.

Giumara has the support of the U.S. Immigration Services the California Department of Employment, and Governor Ronald Reagan. They have allowed the illegal use of Mexican workers in their attempt to break the strike which is almost forty months old. Robert Kennedy, on the other hand, championed Chavez and the strikers throughout his presidential campaign and later Hubert Humphrey did what he could to bring their predicament before the public.

This formerly isolated issue has become a national problem and groups sympathetic to the strikers have emerged in all sections of the country. They ask you to do but one thing in their support—one very simple and very non-radical act—they ask you to boycott grapes. And they ask you to do this only until those responsible for these intolerable conditions are forced to rectify all that they have refused to.

I do not feel that this is too much to ask. Operation Outrage proved that, when aroused, there are students at Frostburg who will stand up for an ideal, and the people who now ask your help are

people in your own country, people who are living in despicable conditions in the supposed greatest nation in history.

In the Washington, D.C. area alone, grape sales have gone down as much as fifty per cent in spite of decreasing grape costs. This is the result of the hard work being done by groups favoring the strikers.

Be you normally a student activist, apathist, or whatever, you can be of great help by just being aware of the problem and asking a few questions. The first one you might ask is: Why are we regularly served grapes in the school dining hall in the light of the controversy surrounding their sales? The next question that you might ask yourself is: Is a college really preparing me to live in the world of tomorrow when it continues to concentrate on yesterday's problems and virtually ignores what is happening today?

Special Services

Many Seniors missed the opportunity to talk with Miss Effie Fairchild of the Special Service Section of the Department of the Army in December.

Miss Fairchild visited FSC's campus to recruit Seniors for positions with the Special Services. The purpose of the Special Services is the operation of Army Service Clubs and entertainment programs on overseas bases. Positions are available in the Sports, Entertainment, Crafts, and Library Programs.

If those Seniors would like any more information on the Special Services, please see Mr. Allison.

Editorial comment

Games students play

Childish students are not rare creatures at FSC. Nay, they are a product of the organization of the college itself. It used to be supposed that a student of 18 to 22 years of age was still in need of parental guidance. To meet this need the colleges were designed to be the *in loco parentis* guardians of the youth. Parents away from home so to speak. FSC was conceived in this manner, and even today students are viewed in this condescending way. Consequently, the students are subjected to a plethora of rules, most of which were designed for small children. Some examples are: curfews, paid dormitory stool pigeons, drinking codes, and curriculum requirements. Needless to say, treating students like children is a long step taken towards assuring that they will act as such.

Surprisingly enough, the students entertain no adverse feelings about being treated like children. In fact, instead of growing out of childhood games, they have added more. The "pure democracy" general assembly is an excellent opportunity for students to voice opposition to things that they do not like. Alas, it serves a much different purpose here. It is nothing but a let's pretend' playground in which certain students play politically pretentious games. We agree with Bob Sobus and Larry Lamson. Namely, if the students are not interested, why continue to pretend?

This semester, a number of students have been asked to sit on faculty committees as "spokesmen for the students." If the students cannot even maintain a democratic form of self-government, how is it possible that certain students can serve as spokesmen? The failure of the Student government is adequate proof that there are no words to be spoken. Furthermore, by having students represented on the committees, the "we the students approve" stamp is subtly placed upon everything that the committees do. Although this makes a good show, the students have not really approved of anything. It is bad enough to treat students as children, but it is downright cruel to take their candy away from them. If the game of student government is going to be put away, let us also get rid of the game of students on faculty committees.

Staff

STUDENTS!

Come to the S. A. meeting tonight
and vote for the campus
radio station

STUDENT RADICALISM: the four year activity

By Juluis Lester

A student movement has its own built-in limitations, both in terms of how much it can understand. In some ways, a student movement tends to be artificial, because the student lives in an artificial environment — the university. Thus, it is natural that a student movement generally concerns itself with issues that the majority of society has hardly any time at all to be concerned about. This is good to a point. Without the student demonstrations against the war, there would've been no antiwar movement. Without student consciousness of racism, blacks would be even more isolated and vulnerable to attack.

A student movement evolves to an inevitable point where it realizes that wars and racism are the manifestations of an inhuman system and if wars and racism are going to be stopped, the system itself must be stopped and another created. And it is at this point that a student movement reaches the boundaries of its inherent limitations. When this juncture is reached, the stu-

dent movement finds its members becoming increasingly frustrated and the movement seeks to relieve that frustration through activism and/or by turning its attention to changing the students' immediate environment, the university.

A student movement which concerns itself with bringing about changes within the university is engaging in an act which can have all the appearances of being important, while being, in essence, quite unimportant. Regardless of how unending one's stay in a university may seem, the fact yet remains that after four years of serving time, the student leaves. The university is a temporary society for most who live within its confines and as such, any radical activity aimed at it is of limited value.

Because the university is a temporary society, any movement coming from it is in danger of being temporary. The next student generation may have more traditional interests than the one which kept the campus in an uproar during the

preceding four years. And while student movements are characterized by a great willingness to confront the reigning social authority, there is nothing inherent in a student movement that will insure its evolution into a radical movement once the students leave the university.

Perhaps the greatest liability of a student movement is that it is only able to speak to other students. While this is of limited value, the fact still remains that there is perhaps no group more powerless than students. Not only are students without power, the instruments of power are not even part of their world. If all students went on strike, it wouldn't cause the society to pause in its step. The most that a student movement can do is to disrupt. The power to disrupt, however, cannot be equated with the power to make a revolution. A student movement is only a revolutionary force when it can act as an adjunct with other forces in the society. It is needless to say that such a situation does not presently exist.

was "warmth." Hostility, it was plain, was out.

I thought about what Ailes said as the four of us (Don Lively of the University of California at Berkeley, Cary Brown of Georgia Tech, Jim Verlight, formerly of Michigan State University, and myself) sat in Christopher Wren Hall having our make-up put on.

I asked the make-up man if he was the one who did Nixon's make-up for the 1960 television debates. No, he explained, he was on lighting then. The guy who did Nixon in 1960, he said, just wasn't around anymore.

Of the four panelists, two had been for McCarthy and two for Rockefeller. I still had my McCarthy button pinned on my lapel. Just before Nixon arrived, the producer took me aside and suggested it would be "inappropriate" if I wore the button on camera. Reluctantly, I took it off.

All four panelists were white. When I first met Ailes to discuss the format of the program I suggested that one of the panelists be a black student. "Black people should speak for black people," I suggested. Ailes rejected this, saying that black Americans compose only 11 per cent of the population and that white students could represent the views of the black students on their campuses.

At that meeting, I also suggested that the panel be composed of students with practical experience in politics. I suggested Gary Townsend, UCLA, a Kennedy delegate to the Democratic National Convention; Joel Barden, U. of N. Dakota, a McCarthy delegate from North Dakota; Paul Soglin, U of Wisconsin, Ah Alderman of Madison, and Clinton Deveau, U of Rochester and administrative assistant to Allard Lowenstein, as panelists. This idea, too, was rejected.

At about 11:30 Nixon arrived. Everyone not directly connected with the production was ushered out of the room. (Nixon came with his make-up already on.)

The tape began with a question by Don Lively of Berkeley on how Nixon planned to encourage student participation in his administration. The question, which was vague in nature, got a vague reply.

I followed by asking, "About half of the draft-eligible graduating seniors at the University of Chicago signed the following statement, which I'll try to quote from memory: 'Our war in Vietnam is unjust and immoral. As long as the United States is involved in this war I will refuse induction into the armed forces and counsel, aid, and abet others to do the same.' That's a very strong statement, Mr. Nixon. . ."

"Yes it is, yes it is," Nixon broke in. It was obvious he wasn't expecting this one.

I continued, "Mr. Nixon, what are you going to do to help these young men in the moral dilemma they face?"

Nixon explained that he came from a Quaker background and that his parents had adamantly opposed his going to war. So he could understand the kind of moral conflict these young men faced. He added, however, that this did not justify breaking the law. He wound up his answer by pledging himself to a volunteer army as soon as the Vietnam war ended.

"Wouldn't a volunteer army be largely black?" Lively broke in.

"It might, it might," Nixon said, adding that he didn't necessarily think that was bad.

The question of the draft, naturally, led into the war. Someone asked whether the military government in South Vietnam really deserved our support.

"Well, they certainly have more freedom in the South than they have in the North. They don't have any freedom at all in the North. I know they're not perfect in the South . . . we're not perfect here in the United States," Nixon added lamely.

"But should we support the Thieu-Ky military dictatorship?" someone repeated, suggesting that Nixon was dodging the question.

"They hold free elections . . ." Nixon said.

"Where they put the opposition candidate in jail," I added, "Mr. Nixon, wouldn't you object if the opposition put you in jail?"

"I certainly would. I certainly would," he repeated. At this point he seemed a little shook. He made a reference to Caracas, where he was stoned by student demonstrators in 1960.

The question moved on to law and order, which someone suggested was a code-word for white racism. Nixon pointed out that he meant something different by the phrase than did George Wallace.

Somehow, the four of us got a now somewhat agitated Nixon to say he was in favor of black power and black pride, as well as black capitalism.

The taping session ended a little after 1 p.m. A short walk through the gardens of Alan Byrd house later that afternoon was also taped. This footage was to substitute for a planned walk through the campus of the College of William and Mary, which had to be cancelled because of student demonstrations.

(Continued On Page 3)

Cats are 5-4, Madison falls

Frostburg State's basketballers managed to win only one of four contests during the holiday break but the Bobcats continue above .500 with a record of 5-4.

The only win came at the expense of Madison College 76 to 74 in an overtime battle here. The losses were at the hands of Towson State 76-60, Providence (R.I.) College 98 to 62 and Waynesburg 84-69.

In the Towson game, Ned Era hit his high for the year, dumping in 28 points and Kevin Murphy added 18.

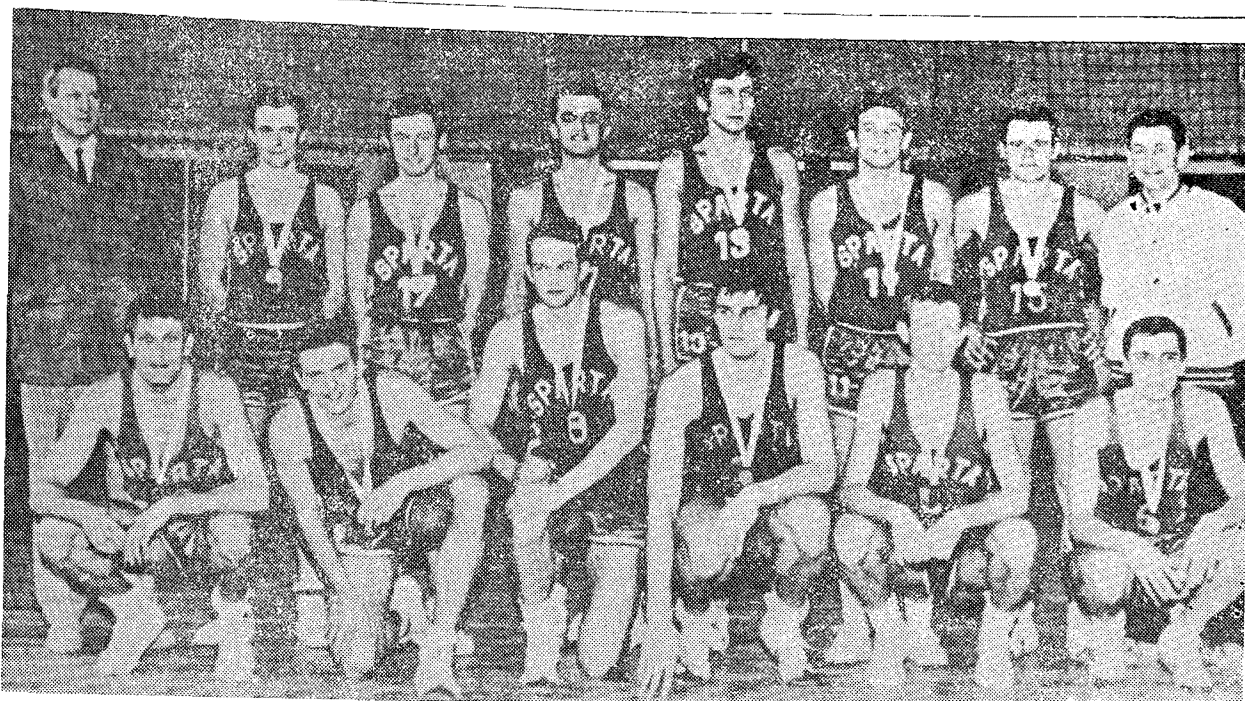
Frostburg lost the services of two big men, Bob Maddox and Era when they traveled to Rhode Island. Maddox stayed home with the flu and Era was forced to leave the game for the frosh playmaker, was also lost to the bug.

Student radicalism

(Continued From Page Two) worker when one does not know the constant economic insecurity and fear under which that factory worker lives.

While the goal of revolution is the creation of the new man, people turn to revolution when that becomes the only means of satisfying their material needs. They do not become revolutionaries because of any ideas about the new man.

The student radical has to become an everyday radical before he can be totally trusted. He must know the concrete problems which face the everyday person. And while such issues as the war in Vietnam, the repression of Mexican students and the invasion of Czechoslovakia are important, revolution is made from the three eternal issues — food, clothing and shelter. Our job is to show people that they are being



Pictured left is the Sparta - Prague team which plays here tonight. Members of the team are (kneeling, left to right) Vladimir Mandel, Milan Voracka, Jam Mrazek, Zdenek Dousa, Jaroslav Chaloupka, Petr Kapoun. Back row, same order, are Cyril Mandel, Technical manager, Jiri Marek, Frantisek, Cikan, Nan Strnad, Frantisek Babka, Stefan Nedved, Silvestr Vilimec and Vladimir Heger, head coach of the team.

ATTENTION
A bus has been chartered to take students to Cumberland to attend tonight's game with Sparta-Prague at Allegany High School gym. The bus will leave from in front of Lowndes Hall at 7:00. There will be no charge for the trip, but ID's will be checked.

robbed of their birthright for a mess of pottage and that is not necessary.

As long as the movement is dominated by students, the movement will carry within it the seeds of its own death. As long as the student, upon graduation, carries his radicalism to an apartment three blocks away from the campus or to the nation's East Villages where a thousand others just like him reside, his radicalism will remain theoretically correct and pragmatically irrelevant, except as a gadfly forcing the system to make minimal reforms.

Cats play Sparta-Prague here tonight

The invasion of Frostburg by a regiment of Czechoslovakians began last Thursday and will be culminated tonight with a basketball game at Allegany High School gym in Cumberland at 8:00.

The Czechs are the Sparta-Prague basketball team, which is touring the country as part of the People-to-People international sports exchange program. They will be staying in the area until Wednesday, playing four games while here. Besides meeting FSC, Sparta will play in Hagerstown, at Slippery Rock, and against an independent team in Winchester, Va.

Sparta-Prague is the number three Czechoslovakian team, winning the bronze medal in the Czech championship last April.

Vladimir Heger, National Basketball Coach of the Czech Slovak Basketball Federation, is the head coach of the squad, Cyril Mandel is technical manager.

Heading up the Czech team is 6'11½" center Zdenek Dousa, a college sophomore, who leads the team in rebounding. Captain of the squad is Jiri Marek, a 5'10" guard.

Other members of Sparta are, Frantisek Cikan, a 5'9" guard; 6'5" guard Frantisek Babka; Josef Klima, 6'3" guard and Ladislav Helinsky another 6'1" guard.

Backup center for the team is Jaroslav Chaloupka, a 6'7" 187 pounder.

At forwards are Jam Mrazek, 6'5" 226 pounds; Peter Kapoun, another 6'5"er and Milan Voracka who stands 6'4".

Coach Crawley expects to play a normal game against the much taller Czechs, but he said Frostburg will be restricted in the use of its running game since they will not be getting the rebounds to set up the fast break. He added that the players feel honored to be playing the Czech team, but

said they view it as "just another ball game."

While in the Frostburg area, the visiting squad members will participate in several college and community activities. They will live in the homes of students, faculty and the community.

NOTICE

Frampton Library hours for the final exam period will be extended to 11:00 P.M. beginning with January 12. No service will be given at the Circulation Desk after 10:00 P.M. The extended hours include Friday evening January 14 and 17. Saturday Jan. 18 the hours will be 10:00 A.M. to 5:00 P.M.

The library will be closed Saturday and Sunday January 25 and 26, February 1-2, and February 8-9. Monday through Friday hours for January 27 through February 7 will be 8:30 A.M. to 4:30 P.M. All students are responsible for clearing over-due library books and lost book charges as well as the library fines prior to registration for the second semester.

Food Service committee issues report on Gunter cafeteria

The Food Study Committee of the Student Association of Frostburg State College has found that student complaints and suggestions may be grouped into three general categories: long lines, repetition of foods, and innovations.

As for the first classification, that of long lines, the first suggestion this committee has to make is that a food line manager be hired. His primary concern would be to ensure that the serving vats from which the cafeteria women serve the food do not completely run out, and as a consequence, more food must be prepared in the kitchen. This food should already be prepared and in the warming ovens and coolers behind the serving lines. The food line manager would report directly to the food service manager.

Secondly, a weekly work schedule and report of who worked when should be sent to the director of auxiliary services. Several times the lines have slowed down because of a lack of help, both regular and student. A full work schedule and report of who worked which hours would enable the director of auxiliary services to rid the cafeteria of those employees who do not report when they should, release them, and hire someone else who would better perform his duties.

Also, to speed up the lines,

the coffee and tea machines should be moved from the serving line to a position outside the serving area. This is perhaps the biggest hold up in the whole of the serving process. Also, the napkins should be moved from their position next to the coffee machines to either the beginning of the line with the silverware or to a neutral spot outside the serving lines.

Another possible suggestion to speed up the serving lines is to install infrared lights over top of the serving counters where the plates are set after they are dished up. These lights could be suspended from the ceiling or on rods clamped to the steel surface where the plates are set. These lights keep food warm without cooking it any further. This would allow as many as eight to ten plates to be dished up ready for students to take them; thus students should not have to stand waiting for each individual plate to be served up.

To speed up the meal serving process at breakfast Monday through Friday, the doughnut line should remain open until at least 9:15. On Sundays and also perhaps on Saturday, hot breakfast should be served from 8:30 to 9:30, doughnuts served from 8:30 to 11:30, and lunch (dinner) from 11:00 to 2:00. This would tend to avoid the bottleneck that comes at noon on these days.

The second area of student complaints is that of repetition of foods. The Food Study Committee feels that certain foods must be repeated, that is, served as leftovers. This the committee understands. However, it is the repetition of the certain same foods over a short period of time that we object to. Certain soups and vegetables should not be served at two consecutive meals or for two or three days running. Vegetables such as broccoli or brussels sprouts should be prepared in smaller quantities, as they are not very popular, in lieu of in larger quantities and served for several straight days.

Along those same lines, more variety in salad dressings should be offered to the students. Green goddess dressing does not appeal to as many students as does French. Certainly it is possible to serve both types at the same meal.

Another area of improvement along these same lines would be to offer hot chocolate in addition to coffee and tea. Many people do not drink coffee or tea and would like something hot to drink in the mornings. Also, hot chocolate would be a good change for those who do drink coffee and tea.

The third and final area of student complaints and desires is one more or less of suggestions. The first suggestion our commit-

tee makes is that a menu of meals for a week be published. If the food service manager feels that, for some reason or another, she cannot do this, these reasons should be made public.

The next several suggestions concern the doughnuts at breakfast. First of all, the doughnuts are not fresh when the students get them. The committee does not know why they are a dark shade of brown and very heavy, while those doughnuts the snack bar serves are much lighter in color, lighter in weight, and more moist. The food service manager should investigate why there is such a difference, and should correct the matter immediately. Also, students should be allowed to go through the doughnut line more than one time. Most days there is a surplus of doughnuts, and they are served as desserts at lunch. Besides this, breakfast costs \$.50, and two doughnuts certainly are not worth it. Another problem with the doughnut line occurs when pecan rolls are served in lieu of doughnuts. Many students like to put butter on them, and butter is never placed in the cooler in the doughnut line. It is, however, placed on the side serving the hot meal. Again, it seems to this committee that butter could be served on both sides.

Another innovation for breakfast would be to serve ketchup when eggs are on the menu. Many

students have complained that they would like ketchup, and there is no real reason why this cannot be provided.

Another source of irritation for the students is the use of paper cups. Glasses should be available at all times. New glasses should be purchased when the current supply makes this necessary. These new glasses should be sufficiently heavy so they will not crack because of extreme temperatures. Also, they should be marked with something like "Gunter Hall" so as to discourage stealing them, and if they are stolen, it would be easier to recover them.

Another source of bother for the students is the attitude of some of the cafeteria women. Most of the help is usually very pleasant, but some of them never smile and are at times very disagreeable. This attitude should change; it is true that often the students provoke these few women to be unpleasant, but it is these students who pay the salaries of these women.

And the final recommendation of this committee is that someone be stationed at the side door to keep people from entering without meal tickets and to keep people with meal tickets from feeding those who do not have a ticket.

How to solve university problems

By Robert Fulfard

At the University of British Columbia the students occupied the faculty club, of all places, and at the University of Toronto the student paper carried a report of a meeting at which O. M. Solandt and Claude Bissell, among others, spent some three and a half hours nervously explaining to student leaders why it is, exactly, that the University takes defense contracts from the American as well as the Canadian Governments. In the United States, of course, these things are much further advanced — so far advanced, in fact, that the leading Yippy, Jerry Rubin, recently remarked: "I think that we can look to the day when there will be sit-ins and National Guards coming into the kindergartens. The rebellion is going to reach every level, and no holes barred." Perhaps it is true, then, as James Eayrs suggested on television this autumn, that in student affairs we are now moving into a post-revolutionary situation, and that the various people involved should now try to figure out what, if anything, they can do with their new power.

We have to realize, of course, that "power", in this context, is ambiguous; only those that have been involved in the management of large organizations can begin to guess exactly how ambiguous. No doubt many such people are now wondering, not without a certain amusement, what will happen when students, newly elevated to the top of the University structure, discover the impotence and the intense boredom inherent in the position of a member of the Board of Governors. Of all the peculiar, strained, anxiety-producing social movements of the 1960's, surely the one doomed to disappointment is student power.

Still, assuming that the students will acquire some power, it's worth worrying about what they can do with it. My suggestion is that they begin actively working for the closing of several Universities, or at least for the closing of several departments in several Universities; that, in fact, they reform the university system by abolishing several parts of it . . . I'm ready to support any move toward severely cutting down on the number of people now attending university.

One reason is that going to University has become, for some part of the population, a kind of disease, like alcoholism or narcotics addiction. By going to University I don't mean attending some college in order to become, say, a lawyer or a chemist or a doctor or an accountant. I mean the pure thing, just going — as in the phrase, "My son is Going to University if it kills me."

The point has been noticed often in the past, but now the student power movement has thrown new light on it: scores of thousands of young Canadian adults now attending university have no idea why they are there. These people are participating in a social ritual. They are involved in the results of a tradition they don't understand, governed by premises that are both false and misleading.

The problem is rooted in the idea of a liberal education — an idea that has, by now, proven

itself as useless as it is prevalent. The idea comes down to us from the great aristocratic Universities of Europe, particularly Britain, but in a North American context it has long since ceased to have any meaning. We have adopted it not because we respect it (we don't) but because we have not had a better idea.

The central notion, as it might be summarized by a supporter is this: We (the society and its hirelings, the professors) can use the cultural heritage of mankind to make students into free intelligent individuals. But this is only the theory. No one believes it — not the professors, not the administration, certainly not the students. The reality is both more brutal and more easily understood. It is this: If you want to amount to anything in the world, you have to have a "degree": and a "degree" means liberal education. You may only want to be a salesman, but that takes a "degree" nowadays: therefore you have to study some (to you) ridiculous old bores like John Milton and Jane Austen. . .

Naturally, the process does not work. Whatever they accomplish at Oxford and Cambridge, the University of This and That can't function the same way in North America. Students who are forced to study poetry, despite their own feelings, will hate that poetry; students who don't have to be forced would have come to the poetry by themselves. Both groups recognize the theory of liberal education for what it is: a sad farce.

For decades all of this has been an open secret; but now two new elements are added. One is student power. The other, still weak but clearly growing, is what might be called the taxpayer's backlash. As the lust for Going to University has spread through layer after layer of the population, the cost of universities has risen spectac-

ularly. Not everyone has been pleased. McKenzie Porter, a columnist in the Toronto Telegram, recently stated his response to the Student Power demonstration:

"Hundreds of thousands of Canadians in modest jobs, the type of people who often must abandon hope of giving their own children a university education, pay taxes to support on the campus the more fortunate offspring of others. Truck drivers, for example, help to educate the sons and daughters of millionaires . . . The taxpayer is entitled to demand of the students that they keep their mouths shut and stick to their studies until they are qualified by their degrees to air their views. . ."

What we have here, clearly, is a case of as the sociologists say, resentment . . . The students are saying (quite rightly): You are enslaving me in your system, you are making me a nigger. And the taxpayers are saying (quite rightly): You are robbing me. At the same time these two forces are developing a mutual antipathy, the professors are desperately unhappy, and the administrators — well, the administrators have gone into hiding.

A problem on this scale obviously requires a radical solution. Partial student control, democratization of the student-professor relationship — these things will solve nothing. But a sharp decrease in Going to University will solve almost everything.

The sort of student who now complains about being strangled by a university won't be able to make that complaint because he won't be attending one. Only those students with specific professional goals will be in college. The sort of professor who doesn't like students, and doesn't like teaching won't be miserable in that way because he won't have a job in a university. (The com-

Perspectives

By Frantz Vielot

As I reminisce of the days when I was in Haiti, I cannot help but think of all my pre-arranged conceptions regarding the overall structure of this country. For as long as I can remember, I always heard that the United States was the kind of country where practically all abounds in wealth and where all is civilized and generally proficient. As surprisingly as it may seem, many an individual back home thinks along this line. One was often led to believe that the United States was "The Land of Opportunity, the Land of Freedom, and the Home of the Brave." With the kind of propaganda and image building that the American embassy officials and others indulged in, such impressive phrases were widely propagated. The average citizen who is already hard-pressed by a dictatorial regime has developed a high degree of apathy and does not care to check the veracity and authenticity of these claims. Then it would really be up to the more edu-

petitions for the remaining positions, especially in the humanities, will be sharp. But one need not worry about unemployment among ex-professors; they are clever people, for the most part.) The taxpayers, simultaneously, will be relieved of a pressing burden. The buildings thus set free — scores of them, all across the country — will be converted into hospitals and public housing, both of which are in short supply and both of which are more socially important than lectures on the shorter poems of John Donne. Those who wish to read John Donne will continue to do so, in private, at their convenience.

In the end everyone will be much happier, and Going to University will be remembered as what it was: a stupid (but fortunately short lived) fad of the middle class.

cated, the less pressured the intellectuals etc. to test those ideas and seek the truth, but they too, were busy trying to overcome and to resist the excesses and malfeasance perpetuated by a retrograde dictator. Therefore it follows logically that the best and surest way to find out the truth or the degree of it vis-a-vis the United States is to be in it.

I have been in this country for four years and I have made some observations which more or less conflict with my mental picture of it prior to my coming here. It took little time to realize that a deep social malaise in the form of a constant struggle among various groups to assert themselves as human beings, was in conspicuous existence. This social dilemma which is not known in great detail outside of the United States, is part of a larger social economic problem caused by a disproportionate distribution of wealth and resulting in a militant drive by a good part of the people namely the blacks and other deprived minorities to have dignity, self-respect, practical "pursuit of happiness" and individuality which constitute the real freedom.

Many see freedom as being the over-all emancipation and liberation of a people, and some see it strictly in terms of economic well-being. I hardly discount these ideas of freedom but I do think that freedom per se, will be more idealistic and humane if it is considered less a concrete want than an abstract one where there is an emancipation of the hearts and the minds from past bondages. This kind of freedom is unfortunately a hard, arduous and long way from surfacing. Tied in with this question of freedom is the economic and wealth distribution which by all account is not equitable. The minority groups, beginning only to acquire some freedom have not had the opportunity to partake fully of the wealth accumulation. As a consequence, the wealth potential and wealth itself have been concentrated in the hands of a few who are expanding the latter at the expense of the underprivileged who have not been politically powerful enough to uproot the economic power from this group.

Finally, I have found almost everything here to revolve around the idea of achieving wealth which is fast turning into an obsession. For this school which is the best example I can use, many students appear to have no urging toward any intellectual end and they are, for that matter, stubbornly anti-intellectual. Moreover, they seem to have only material goals. This is sad to see when one thinks that the future of America might rest in the hands of those people.

Let us hope that's not all America has to offer!

Our diplomats learn through play

By Arthur Hoppe

"Welcome, parents," said the Dean, adjusting the carnation in the lapel of his cutaway. "Welcome to dear old Deepark Diplomatic Preparatory School. It is in these vived halls that we are moulding your young sons into the State Department leaders of tomorrow.

"I understand that you have already inspected the classrooms where the little lads are instructed in such traditional Deepark subjects as Latin, Greek, Paper Shuffling, Tea Cup Balancing and Elementary Obfuscation. Tradition is strong here at Deepark.

"But we must also keep abreast of the times. And it now becomes my proud duty to demonstrate for you our new Learn-Through-Play Teaching Method."

"Learn-Through-Play?" interrupted a frowning father, "what kind of new-fangled nonsense is that?"

"Allow me to demonstrate, sir," said the Dean with a confident smile. "Charles? George? Please begin with Advanced Peace Talks."

"Yes, sir," said young Charles and he drew a line in the sand of the play yard with a stick.

Young George promptly put his foot across it and Charles began throwing rocks at him.

"Fine" said the Dean. "Now start negotiating."

"Stop throwing rocks at me," said George, "That's unfair."

"I'll stop throwing rocks at you," said Charles, "if you'll tell me what you'll do if I stop throwing rocks at you."

"After you stop throwing rocks I'll tell you what I'll do after you stop throwing rocks."

"If I stop, I'll look like a scardy-cat afraid to fight you. You promise first."

"You stop first. After all, you started it."

"YOU started it!"

"Your father's moustache. YOU started it!"

"YOU started it!"

"YOU . . ."

"Thank you, boys, said the Dean, separating the two young men and helping them to their feet as the parents applauded. He turned to a third lad. "Ah, here's little Billy. Charles, demonstrate the Theory of Apologizing with Billy."

Charles obediently aimed a swift kick at Billy, who, in turn, snatched up a toy ship that Charles had let drop.

"Give me back my ship," de-

manded Charles. "I'm bigger than you are."

"Only if you'll apologize for kicking me," said Billy.

"I didn't kick you. I missed you by 13 miles."

"Well, just say, 'If I kicked you, I'm sorry and I won't do it again.'"

"I won't either. People would say I kick. And I didn't kick you."

"Did, too." "Did not." "Did too." "Did not." "Did . . ."

"Very good, Charles," said the Dean approvingly as the parents clapped enthusiastically. "I confidently predict that some day you'll be Secretary of State."

"I'm Charles' mother," said a beaming matron, drawing the Dean aside. "I'm so proud of the diplomatic skills you've taught him. And when I think of how he'll improve with maturity. . ."

"I am afraid, Madame," said the Dean with a frown, "that you fail to grasp our basic educational goal."

"But," protested the bewildered mother, "you said he'd be Secretary of State when he grew up."

"Good heavens, Madame," said the Dean in exasperation. "Not if he grows up, he won't."

Attention Sophomores

Sophomore testing will take place on February 8. All students required to take the test should meet in Compton at 8:00 A.M. The tests will take both the morning and afternoon, so be prepared to stay. Further details may be found on pg. 2 of the 68-69 Catalogue.