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Editorial

Activism - Special Issue

Contemplation vs. agitation or the "changing" role of the student is the theme of this our first of several planned special numbers.

This week's Martlet Magazine presents an examination of the student's perennial dilemma, whether to remain cloistered and aloof from the cries of the multitude, or whether to join in and take an active role in bringing about social change.

Two factors, the possibility of all-out nuclear war, and the success of the American civil rights movement have brought this dilemma into particularly sharp focus for today's students.

Where before students could say there would always be another crisis,

because of nuclear weapons this no longer holds true.

Where before students could say whatever they did would be useless and ineffectual, because of the evidence of the civil rights movements, this too is no longer true.

ACADEMIC INDEPENDENCE

One old chestnut remains however—the value of academic independence. Any reform advocated in the public arena must be eventually sustained by public opinion before it comes about. Thus University of Victoria's student Council is very careful not to unnecessarily antagonize public opinion. After opting for activism, therefore, today's student is faced with a new problem . . . merchandising.

Thus, Student Council President Paul Williamson must tell the citizens of Victoria that what he advocates (universal accessibility) is not radical (which it isn't). In other words, the impossibility of remoteness raises a new test of a proposal's worth in addition to its truth arrived at by contemplative study — popular acceptability.

DIFFERENT ROLE

This the active student's role is very different from the role of the intelligent agitator, as exemplified by Wendell Phillips.

These old-timers felt themselves responsible for leading public opinion, and were worried if they became too respectable. But they were not faced as is the modern student with the feeling that he is capable of initiating reform and that if someone doesn't civilization may perish.

Thus the new activism, a reaction to the self-centred withdrawal of the 1950's, poses a threat to the campus. Just as public opinion has proved dangerous in national and international politics, during the last 50 years, it may also prove dangerous if allowed to interfere with the operations of a university. This is the great danger of being engaged in today's sense.

But, given the new conditions, the multiversity and the reformist goal, it may also be true that university independence is no longer relevant, although I doubt it.

Although National Student Day has receded a week into the sunset perhaps there is still time for a new look at the question of activism-cum-reform. It is to that re-examination that this week's Martlet Magazine is dedicated.

—Guy Stanley



Berkeley riots: "The problem faces every existing large university."

A Time For Humanism, Not Pseudo-Divinity

By GEORGE FORBES

There used to be floating around an intellectual ideal that might be described as an ironic detachment, a kind of tolerant scepticism based on an awareness of the whole range of human desires and fears, and of the discrepancies between human aspirations and human performance. This attitude was thought to be peculiarly fitting for the academic mind and milieu. It was thought that, by insisting on the free play of the mind, university studies, particularly the humanities, should foster this attitude.

Accordingly, it was held that the academic man or woman should stand

aloof from the passions and strife of everyday political and social issues. Should he participate actively, he must do so discretely, partly in the realization that his very freedom from political and social pressures depended on his exerting such discretion. If he lacked the desired perspective, he could at any rate exercise prudence. This, or something like it, was considered to be the decorous stance for the scholar and teacher; to the student some high-spirited exhibitions of immature idealism might be permitted, but the sooner he outgrew them and joined the ranks of the respectable zombies, the better.

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Problems Of Progress

By STEVEN HORN

At the time when university education has become one of the major means of untangling massive social problems caused by automation, the university itself is faced with a crisis situation. High suicide rates, massive increases in dropouts, and the general student restlessness in large North American universities indicate that there is something very wrong on the campus scene.

The heavy demands placed on higher education have meant massive increases in university enrolments. This, in turn, has led to the adoption of new administrative and classroom techniques—heavy use of computers for course programming time-table arranging, and examination scheduling; heavy use of audio-visual aids; the utilization of large lecture theatres with teaching done by graduate students—allowing the education of large numbers at the lowest possible expense. Unfortunately, these developments have also led to an unconscious depersonalization of university life, and a major breakdown of communications within the university community.

The new schemes mean a complete reversal in the relation of university administrations vis-a-vis the students. Previously, the administrations played the part of substitute parents keeping a close and careful watch on their disparate brood, the students. But this situation—in loco parentis—has vanished. The administrations now no longer play any positive role in the life of students at all.

The withdrawal of administrations into the bureaucratic maze does not mean that the students have been freed from their controls. However, the undergraduate student is no longer given the feeling that anyone is interested in him at all—that 'they'

Mr. Horn, a fourth-year Arts student at the University of Victoria, was a delegate to the CUS Seminar, "Democracy Within the University Community", at the University of New Brunswick in September.

are not interested in his progress, his behaviour, at times even his existence.

These developments, as Paul Denise points out in *THE PROPHETIC MICROCOSM AND THE PARACURRICULUM*, have in fact led to the ultimate irony. The student, who is supposed to be an integral part of the university community, has been bereft of contact with his instructor and of the paternal attitude of the administrator. Not only has he been divorced from the community, but he has also become irrelevant to the university and its education.

This deadening effect, this deprivation of identification contributed at least in part to the massive student demonstrations at Berkeley in October, 1964. The problem faces every existing large university, and will face every expanding North American university, including the University of Victoria, if a solution is not found and applied.

STUDENT PARTICIPATION

Fortunately, the answer is indicated in the statement of the problem itself. Obviously, the university community must allow the student to participate in his education in a way which again supplies relevance and direction to it.

This can be done easily. By recognizing the basic principles which students now use to justify their participation in social action, the university community will extend to the student the ability and right to participate in his education on a basis of equality with the other members of the community while also allowing him a positive place in society during his formal education.

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ACTIVISM NUMBER

Mr. Forbes is a student at the University of Victoria.

Changing Academic Outlook

By DR. M. G. TAYLOR

There is, about the Canadian student at the midpoint of the sixties, a new sense of urgency, a new desire for involvement, and a new spirit of criticism which in many respects sets him apart from his predecessors.

It would be a distortion of fact and a dangerous generalization to pretend that any particular cause or condition gives rise to a new generation of students, or to claim that we are witnesses to a kind of mutation in the attitude and conduct of our young people at universities. Students have always been in search of new ideas and new modes of self-expression; they have, by tradition, been critical of the ways of the older generation. Yet, over the last decade, we have been eye witnesses to spectacular changes in so many areas of human concern, changes which have distorted, disrupted, and in many cases destroyed conventional modes of behaviour and traditional patterns of thought.

Everything changes; everything is in flux. The statement and the sentiment are not new. Yet never before in human history has the flux and the flow of events come upon us with such intensity or with such urgency. The revolution in science and technology has been matched by parallel developments in every area of enquiry, for there has been a veritable tidal wave of new ideas, new problems, new methods and new procedures.

OUT OF JOINT

Each of us has the idea that our times are out of joint; and the child-

Dr. Taylor, a noted Canadian Political scientist, is president of the University of Victoria.

ren of the social and scientific revolution are perhaps not as aware as their parents of the scope and the measure of the change which besets us. Yet the young person in 1965 knows all too well that he lives in a world of violent change, of colliding ideologies, of social injustices, of economic manipulation. He knows, too, that this is not a world of his making but a world in which he must live. He has heard the voices of change in the new literature of social protest; in the writings of the existentialist philosophers; in the novels of the BEAT GENERATION and the ANGRY YOUNG MEN; in the treatises of the sociologists, the psychologists, and the political scientists.

Of all human institutions, universities must be prepared to change with changing times and tempos; and no university is discharging its mission in the world of the 1960's unless it is continually creating new ideas, analyzing and interpreting, evaluating the present while forecasting the future. The single greatest change I detect in universities over the last ten years is in the international outlook of our students. The university is perhaps the only human institution which rejects artificial barriers between peoples, whether those barriers be physical by separation in space or mental by separation in beliefs, traditions or ideas. Universities and the people associated with them believe that knowledge belongs in common to all men and that the products of the mind of one scholar must be shared freely and without restriction with colleagues everywhere. Scholars—whether junior or senior—realize that there are values and virtues which transcend racial or national

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New Student Atmosphere

By SUSAN PELLAND

A new tenor of thinking is sweeping college campuses across Canada and the U.S. Student activism is the new movement. It means concern, responsibility, involvement. Excitement is the feeling it evokes.

Today's student is no longer the passive consumer of education whose studies have little meaning, except in relation to his personal future. The beatnik-stereotyped student of the '50's no longer exists, except occasionally, in the public's mind. The days when the university student detached himself from society in a form of rebellious retreat, are gone. Rather, he now proclaims himself a full and responsible member of society, with something to offer. The student of the 50's saw his struggle as a purely personal one between society and the individual.

YOUNG INTELLECTUAL

Today's student realizes his capability of bringing about social change. He conceives himself as a young intellectual worker, an active and responsible citizen. For the first time he sees his personal problems relating generally to the whole academic community, without national boundaries. Students have defined their goals and they are aiming high but they are determined and willing to start acting.

They are concerned. They are fighting the rising cost of education

Miss Pelland, a second-year Arts student at the University of Victoria, is editor-in-chief of The Martlet.

and the effect it would have upon society if allowed to go unchecked, not because it means personal benefits, but that the doors of education may be flung wide to any student with academic qualification, regardless of his financial position. It means they are concerned also with students not being educated to their potential because of environmental or social conditions.

RATIONAL ACTION

These students are not in the minority, and they are not radical. They are seeking social reform through non-violent action in the form of time-consuming briefs presented to both federal and provincial governments, teach-ins, forums, and, if need be, banners, bands and demonstration. But this new movement also means intelligent, well-planned and rational action.

"The socially-conscious and active student, says the U.S. weekly *The Nation*, is restless. Nineteen sixty-four was known as the "Year of Protests" at American campuses. This year, at Canadian campuses, students are also acting. October 27 was declared National Student Day. Students across Canada met with government, civic and university leaders to call for universal accessibility to higher education without social or financial barriers.

Canadians cannot afford to ignore, still less try to suppress this movement.



"psst..."

By JIM HOFFMAN

The twelve erudite and balding heads bobbed nervously around the giant oval table, while twenty-four anxious feet clicked unevenly on the beige tiled floor.

Suddenly, one of the baldest heads jumped through its aura of pipe smoke, and, with a determined voice announced: "Gentlemen! I have the answer to the prob... er question."

"What! What! Tell us!" clamored the eleven heads which were firmly fixed on what was now clearly the face of Mr. Wiggins who loved tradition.

"Gentlemen, the answer to the question of establishing tradition at this new university lies, in my opinion, in that venerable and overt symbol of the true academic; namely the school tie!"

"Oh! Oh!" Immediately the eleven heads were agog, buzzing this way and that, while eleven different mouths clucked in every direction, half talking and half exhaling clouds of heavy smoke. It was indeed an anxious moment.

Then arose from the end of the table opposite Mr. Wiggins one of the eleven heads, and, as the smoke cleared, it was revealed to be that of Mr. Pepsi who had most of his hair and was a known progressive. He looked excitedly at Mr. Wiggins who was bashing his pipe on a large glass ash tray, and asked: "Sir, could you please explain to us how having a school tie will solve the question of STATUS for our new university?"

"Certainly," announced Mr. Wiggins proudly, "It's obvious. Look at the best universities in the world and you'll see that most of them have their own tie. How else can a graduate be recognized than by his tie... look at Oxford, Cambridge..."

"Yes, Yes!" hummed some of the seated heads and at once there was an uncontrolled din of chatter. The atmosphere was now becoming feverishly high-pitched. Words and thoughts were thrown into the air and fluttered about like confetti.

Then Mr. Pepsi arose and gained the attention of the room by waving both his arms above his head. Looking across the table, he addressed Mr. Wiggins who was coughing: "Sir, I'm pleased to report that my colleagues at this end of the table, in addition to myself, are in complete agreement with your proposal to have a school tie. We feel that a tie of our own will most certainly be a large step toward bringing about the appropriate status..."

"Tradition," corrected Mr. Wiggins sternly.

"Well, call it what you will, but we do agree that it will help establish the reputation of a modern University which is the product of present progress and is ever looking to the future with the view of contributing to the betterment of mankind. (Applause). So, in relation to this, we feel that the design on

Mr. Hoffman is a second-year Education student at the University of Victoria.

"I Have a plan"

the tie should be an insignia of a rocket ship."

"A rocket ship!" stormed Mr. Wiggins, dropping his pipe.

"Yes, since so much of our work is concerned with the future..."

"A rocket ship on a school tie," growled Mr. Wiggins. "Why it's entirely out of the question. The whole foundation of a university lies in the past. It is the past we must honor. I think it much more appropriate to have a traditional insignia such as a book and a torch."

But, Mr. Wiggins, the other universities all have books, torches, lions, birds and whatnot. Let us strike out and be up to date... after all we are modern..."

"Nonsense!" pronounced Mr. Wiggins, whose eyebrows had now gathered a sizeable reservoir of perspiration.

"Then let us put it to a democratic vote," said Mr. Pepsi who was quite up to date in these matters.

At that, twelve blank pieces of paper were democratically passed around while the twelve heads fell to hushed thought. It was late and the twelve ashtrays were full.

Finally the ballots were collected, then tallied. The vote was split in half: six favouring the rocket; and six pledged to the book and torch. The twelve heads fell back in an anguished slump.

But then a slow, rather meek voice broke the quiet. It was Mr. White, whom everyone liked, who stood grinning at the others from near the middle of the table.

"Gentlemen," he said, "since we can agree to neither extreme, I propose a compromise—something that both sides should accept, especially since we all agree to the main principle of having a tie. So I propose that we have an insignia on our tie of a book and a rocket!"

This time there was a loud cheer and twenty-two hands clapped in agreement. Only those of Mr. Wiggins remained unjoined as he staunchly clasped his pipe, mumbling something about: "... might as well print a can opener on the damn thing..."

Suicide

By PETER CORLEY-SMITH

Hank Kowolski got troubles, you see;
Big family, all needing things, real bad.
Got the basics okay: coupla cars, a pool an' colour TV;
But you need more'n that to go with your pad.
Like hi-fi's and freezers an' an out-board boat;
But he ain't got no scratch; just a credit rating,
An' he sits in his den with his gun in his hand, debating
(Mannlicher 300, with Bausch and Lomb 'scope).
Then throws it aside with a derisive shout,
An' opens his nineteenth charge account.

Martlet Magazine

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Victoria, A Future Berkeley

By PETER CORLEY-SMITH

The ripples engendered by the upheaval at Berkeley are still lapping against the walls of all North American universities. Not so urgently here in Canada, perhaps, but just as ominously as in the United States. There are important lessons to be learned; and no university is in a better position to take advantage of those lessons than a new one.

BERKELEY

The causes of the Berkeley riots were, once the tsunami of explanation and expostulation has abated, relatively simple to perceive. Here, to paraphrase an article by Art Buchwald, is what happened: Students arriving to attend a lecture found that the professor was on leave of absence as a technical consultant to the Government of Zambesia, and he had delegated his lectures to his assistant. His assistant was busy preparing a paper for THE SCIENTIFIC AMERICAN, and he had secured the services of a post-graduate student as a substitute. Unfortunately, however, the post-graduate student, too, was writhing in the final agonies of composition: he was polishing his thesis for a doctorate, and he had persuaded a bright and eager honours undergraduate to accept the time-consuming and, by present standards, unremunerative task of lecturing students.

PUBLISH OR PERISH

The doctrine of "publish or perish" had deprived students of the benefit of mature and authoritative scholarship in their lectures. And, when

Mr. Corley-Smith is a second-year Arts student at the University of Victoria.

they sought an interview with their chancellor in order to voice their dissatisfaction at this state of affairs, they discovered — to continue Buchwald's parody — that he was unavailable; he was away on a speaking tour to raise funds for a new administration building. In other words, the university had grown so large and impersonal that there was no longer any adequate



"No university is in a better position to take advantage of those lessons than a new one."

channel of communication between the administration, the faculty and the student body — and many might argue that order of precedence should be reversed. As it exists, the professors publish while the students perish.

The controversial aspects of "publish or perish" are too diverse for

education still supposedly supplying a 'broad outlook by an open mind' rather than 'restricted experience of an uninformed mind.'

FULL PARTICIPANT

Therefore, the acceptance of the student as a full participant in society restores to the student a sense of purpose during his formal education while positively clarifying his position within the university community itself. More important, the New Jerusalem can be achieved without forcing a return to the basically unhealthy (for responsible persons) in loco parentis situation or depriving the university of the only means of meeting society's heavy demands for university educated citizens which does not place an unreasonable (or unacceptable) financial burden on society.

But there is one highly dangerous area which must be avoided if the university is to retain its unique characteristic. The student must realize that the purpose of his university education is the development of an open mind capable of assimilating all the problems which will confront him, and placing them within a proper perspective.

Even more important, the student must realize that if, at any time, he is incapable of disengaging himself from his social involvement or withdrawing from his social commitment and is incapable of analyzing his experiences objectively, he has not only prostituted his own education but he has also jeopardized the unique purpose and characteristic of the university and its community—the search for truth.

consideration in a brief article. But space does not permit some examination of the problems of size and communication. And they are problems at once vital and pressing. The population explosion is not merely a trite phrase: it is an inexorable fact. An island we may be, but within the not too distant future, University of Victoria will have an enrollment large enough to duplicate the circumstances which disrupted Berkeley.

This is not to suggest that the Board of Governors is either unaware of, or indifferent to, the exigencies of expansion. But there are grounds for suspicion that the lines of communication are already a trifle threadbare. For the average student, if there is such a creature, knows virtually nothing about the long-term aspirations of the executive. All he knows, with dour certainty, is that the fees will continue to rise.

ALTERNATIVES

What, then, are the alternatives to over-expansion and the consequent threat of bureaucratic inpenetra-

bility? Well, one, of course, is simply to limit the size of the university. Five thousand students seems an agreeable figure. But this, needless to say, is sheer wishful thinking, because a series of universities of this size would be an expensive prospect; and the British Columbia taxpayer has so far exhibited no signs of condoning any extravagance in the realms of higher education (as any first-year student who has had to sit among the coats in the closet during lectures will affirm).

No, the obvious, the practical and in some ways, perhaps, the most attractive solution — one which has already been discussed amongst the faculty — would be to divide the university into a number of self-contained colleges. There are ample and, heaven knows, ancient enough precedents for this development; and the advantages must surely outweigh the drawbacks. In any event, the total duplication of administration and services (as with a series of smaller universities) would be avoided; and the vital channels of communication would not become so cumbersome as to break down.

There are, no doubt, other solutions which could be adopted. But whichever one is chosen, it will have to be decided upon very soon, and implemented very soon, before sheer size makes any change, however small, a formidable proposition.

A Modern Liberal Ditty

UP-TO-DATE PRIME MINISTER

By ROBIN JEFFREY

(with apologies to
Messrs. Gilbert and Sullivan)

I am the very model of an up-to-date
Prime Minister,

I'm expert at denying cab-net rumors
that sound sinister,

I know about Profumo and the public
moralitee,

And quote the greatest scandals of
contemporary historee;

I'm very well acquainted with the
works of Robert Wal-i-pole,

And think that Clive and Hastings
did themselves in moderation
school,

About Parnell and Charles Dilke I'm
teeming with a lot of news—

With many cheerful facts concerning
sources of their revenues.

I know about Macdonald and the
hands that were so very clean,
And think that good King Charles
had some methods that were
very keen;

In short, in quashing roo-im-ors po-
ten-tially sinister,

I am the very model of an up-to-date
Prime Minister.

I'm aw'fully good at making state-
ments full of ambiguity,

And issuing denals of such things
as don't sound good to me,

My ministers are capable and
schooled in sayings sensible,

And only once or twice a day they
make me apprehensible,

I've learned through years of prac-
tice the golden key to compe-
tence:

Ensnounce yourself quite cosily and
then sit firmly on the fence,

I utilize the best techniques of pub-
lic relay-cions,

And everything that's used by me is
found in two translay-cions.

I fly a flag above me that is truly
inspirational,

Despite the fact it took a year of
wild ravings juvenal,

In short, in things which earn the
rage of golden-aged spin-i-sters,

I am the very model of an up-to-date
Prime Minister.

In fact, when I appreciate the views
of all the nay-cion,

And act without considerable pre-
game vacillay-cion,

When I become more interested in
Comox Bay than Pakistan,

And learn what everyone must know:
that Oak Bay's British to a man,

And when I learn appeasing is the
hardest form of settlement,

And what the saying, which did run:
of fish a fine kettle" meant,

In short, when I can do more than
just shoot down scandals
sinister,

You'll say there never was a-more
competent Prime Minister.



An up-to-date prime minister.

For my ordinary knowledge though
I hold a great citay-cion,

Is still a little sketchy in most
matters of this nay-cion;

Still, in denying scandals poten-
tially sinister,

I am the very model of an up-to-date
Prime Minister.

Mr. Jeffrey, whose poem Gunga Dief appeared in last week's magazine, is a third-year Arts student at the University of Victoria.

Problems

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In effect, this means that the student must be recognized as a productive member of society during his formal education.

In effect, this means that the student must be recognized as a productive member of society with full responsibilities and privileges within the society in short, an adult member of society. This is only fair if full recognition is taken of the student's contributions to society during the period when the formal education process denies him the possibility of making any direct productive effort to society.

The acceptance of these two basic assumptions gives the student the capability as student both within the university and without. Furthermore, he is capable of playing a larger part in society than he has been doing (and allowed to do), both through individual action, and participation in existing student and other university structures.

The recognition of this means that the student becomes a full member of the university community because he shares the same basic rights and responsibilities as his instructors and administrators—the only real difference being one of formal educational level. It also means that the student can study his experiences in social action within the objective atmosphere of the university — as has already been allowed at Oberlin College.

This is desirable not only because the student will, after his graduation, be expected to play a leading social role, but also because a restriction in this sphere means a limitation on an

Atavistic Administration Cause Of Controversy

Seymour Martin Lipset and Sheldon S. Wolin (eds.) **THE BERKELEY STUDENT REVOLT: FACTS AND INTERPRETATIONS.** Garden City, New York: Anchor Books, 1965.

By CHARLES D. TARLTON

"As a result of a series of events unprecedented in American university history, the Berkeley campus community lived in a state of unrelieved tension and continuous agitation from September until January." Thus, Lipset and Wolin begin their book of documents and interpretations of last year's "free speech controversy" on the Berkeley campus on the University of California. The book is a good one if for no other reason than that it contains nearly every important source of information from and about that campus controversy. The overall impact of the book is a clearer and many-sided picture of what took place at Berkeley, who caused it and why, and what the many sides in the quarrel thought they wanted to get out of it.

RE-ECHOED DOCTRINES

If the book suffers from any weakness it is a weakness inherent in the purpose for which it was designed. That is, the statements on the part of the participants in the campus dispute tend to be "formal." Rather than candid statements about what was going on they are "position papers," re-echoing the doctrines and the propaganda that so thoroughly inundated the Berkeley

Mr. Tarlton, an Instructor in Political Science at the University of Victoria, was teaching at Berkeley during the student revolt.

A Time

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URGENT ISSUES

Well, the times they are a changin'. For one thing, the university students and faculty are not intimidated, believe it or not, by the problems of economic survival as they used to be. But more important by far is the simple fact that the issues facing mankind, economic inequality, racial injustice and strife, the threat of nuclear annihilation, to name but a few, are too urgent to be contemplated with irony or detachment by anyone other than the God of the Christians, or any other god you want to name. It is time to be human, not pseudo-divine, and being truly human means being responsible and committed.

James Baldwin, the outstanding American Negro novelist and racial critic, has said that it is impossible to be both black and conscious without being in a rage all of the time. We white (or non-white) privileged Victorians can hardly share this rage Baldwin speaks of. We don't have the guts (literally) the hearts or the imaginations to do so. But we had better try to be conscious some of the time. This is not a plea for mere passion or broken windows. I do, however, greet with wholehearted approval the rise of student (and faculty) activism on the campuses of American and Canadian universities.

ACCOMPLISHMENT

It is often said that such activism on the part of young people is raw and uninformed! I say look at the mess the practical wisdom and morality of past generations have made of things. Or it is said that student protests and demonstrations accomplish nothing. This is not so. When in Toronto last year during the crisis in Selma I heard delegates from the civil rights movement thank Toronto students for the moral support, and funds, they had contributed to the cause. And these delegates meant it. Finally, one hears the rumour that student activism is

campus during that tragic semester. Although there is an important weakness entailed in this, it is at least partially offset by the fact that through these sorts of documents one can get something of the flavor of the controversy as it was.

Another aspect of the selections in this "book of readings," and one that is more important in assessing events at Berkeley than in assessing the worth of the book, is the many articles of "interpretation" which were written by Berkeley faculty members during the controversy and published in such periodicals as *The Nation*, *The Reporter*, and *Science*. I cannot rid myself of the suspicion that many members of the Berkeley faculty seem to have taken advantage of the "free speech movement" as a way of "getting into print." The many articles (too many from the pens of social scientists) which were written about the Berkeley situation are trivial, superficial, and more illustrative of the ideological perspectives of the writers than of their critical and analytical capacities. They represent that peculiar distortion of the role of the "participant-observer" in which the reported observations seem to be a sort of therapy for the effects of the participation.

COMMUNICATIONS BREAKDOWN

In spite of this and similar problems the book by Wolin and Lipset is invaluable for what it contributes to an understanding of the failure of communication which occasioned the Berkeley troubles. No side in the Berkeley free speech controversy was ever really aware of what people on the other side(s) were thinking or planning. In a certain sense the whole problem at Berkeley can be interpreted as a gigantic breakdown in communication. Negotiations, to the extent that negotiation took place, were doomed to failure because of this rupture of communication.

actually controlled by evil subversives, guess who they are, who manipulate the rebelliousness and idealism of youth for their sinister end, these ranging from the promotion of drugs and homosexuality to the overthrow of the government. Whoopee! — to counter absurdity with absurdity.

Being a fairly respectable zombie, I want to end with a word of caution. I'm not suggesting that university stu-



"Well, the times they are a changin'."

dents and faculty abandon the library and spend all their time on the streets or on the steps of the Parliament Buildings. It is not only in demonstrations and protests and teach-ins that they can serve or the university as a whole can serve. The universities must continue to foster sweetness and light, but in doing so they must also further the imaginative and intellectual group of human realities that leads to active involvement and participation in the war that concerns us all—the war against stupidity and complacency, against the failure of imagination that results in injustice and cruelty, the creation of hell on earth.

The administration conceived of the problem as a question of finding ways in which they might successfully reassert their diminishing authority on campus. The student demonstrators were committed to achieving particular reforms at Berkeley, but also to making sure that the administration could never again assert the sort of "authority" which had led to the restrictions which set off the whole episode. The faculty was alternatively awed, frightened, indifferent, and finally, vindictive in its attitude. The selections made by Wolin and Lipset illustrate this in much of its complexity through the various statements which are included.



"... to awaken the sensitivity of of university faculties and administrations..."

For its sheer power to destroy many of the myths of "beatniks" and "outsiders" as the controlling influences in the Berkeley situation, the best article in the book is tucked away near the back. "The main-springs of the Rebellion" by Robert H. Somers of the Department of Sociology at Berkeley, is the result of a study of student attitudes made during the months of controversy. The findings of this study show clearly the nature of the sentiments which the free speech movement tapped and the "quality" of the students who (either directly or indirectly) were involved.

The most startling evidence (from the point of view of those who found comfort in seeing the student demon-

Outlook

(continued from page two)

differences and which belong to a world community.

In the world of the 1960's it is not enough that we find satisfaction solely for ourselves or by ourselves. We cannot afford to stand aloof, disinterested observers, while children go hungry in India; while young men die in Viet Nam; while coloured men suffer indignities simply because they are coloured; while the political freedom of others are restricted; while human beings anywhere are subjugated, vilified or degraded. For, when one man's freedoms are reduced, all men's freedoms are endangered; when one man is vilified, all men are somehow stripped of dignity; when one man is degraded, all men are somehow less than they are capable of being.

PRIMARY FUNCTION

The primary function of universities has always been to create an

atmosphere in which men enjoy freedom to inquire, to criticize, to create. But this is only one aspect of the role of an academic community. Ideas must be translated into action, into practical solutions to the problems of society. The greatest thinkers of the past have never been cloistered idealists. They have declared themselves, and because of their declarations we today are the richer and the better.

RECURRENCE

The book does not contain material which could provide a basis for answering the question whether such "upheavals" are possible or likely to recur, either at Berkeley or other universities and colleges. This seems now to me to be a most important question.

In many respects the answer can be a comforting "No." I think that the probabilities of similar occurrences at other colleges (or even at Berkeley) are slight. The nature of the Berkeley student body, its intense political awareness and the presence of a sizeable minority of deeply politically committed students, was a chief factor in shaping the controversy. In combination with an administrative structure which was in many important ways totally atavistic, the character of political activism at Berkeley led almost inexorably to that final conclusion—the invasion of the campus by a small army of police and the arrest of over 770 Berkeley students.

The effects of the free speech movement were at least twofold, concerning this question. It brought about a basic adjustment in the administrative apparatus and in the personnel to run it. Importantly, also, it revitalized the whole of the university community, making it unlikely that such fundamental barriers to communication as those which existed in the Fall of 1964 will again be erected.

The broader effects of the free speech movement were also to awaken the sensitivity of university faculties and administrations throughout both the United States and Canada to the problems associated with "bigness and impersonality" in modern university life. I would doubt seriously if, in the wake of the Berkeley rebellion and its consequences, university administrators in other places would fall victim to the same sort of mistakes and bad judgment which characterized the administration's role at Berkeley. The hope is that there is now something "prophetic" as well as "prescriptive" in the mottoes of both the University of California and the University of Victoria... "Let there be light."

THE BERKELEY STUDENT REVOLT: FACTS AND INTERPRETATIONS, is available at Ivy's Bookshop, 1507 Wilmot Place, around the corner from the Oak Bay Theatre.