

Editorial

What price adulthood?

At one time, children were permitted to stay away from school until about the age of six, at which time they were placed in grade one to begin a long, involuntary, trek through our school system.

Now, however, due to diminishing time allotted to parental care, the child is placed in either a day-care center, nursery school or kindergarten. This is seen by our society to be progressive and innovative & presumably conducive to "advanced" capacity when regular schooling commences. No doubt it is, when you consider that it is the shaping of a conformist mentality that is sought, which necessitates "getting to them early."

What is completely disregarded in this process is that the child is taken out of his natural milieu which consists of the sights, sounds, faces, problems, joys, etc., of the family and neighbours. It is this environment in which he best acquires the tools, attitudes, beliefs, etc., which most contribute to his personality, because it is in this environment of his daily life where his needs are expressed or repressed; where he relates meaningfully in the natural flow of events of which he is a real participant.

What actually happens, however, is quite the reverse. Rather than let the child explore and discover the world for himself, our social authorities (the educators (sic) take him out of the natural context and place him in a controlled environment called a "school" where the teacher (society's licensed brainworker) can have full access to all his poten-

tiality so as to channel these same potentials in the direction most suitable for society's needs. Rather than learn about life and living where it actually occurs, they take his life potential and artificially create a socially acceptable individual -- who eventually becomes alienated from real life.

At least 99% of all students and (especially) faculty, are living (?) examples of an alienating schooling process. All the same, the Education department here at UPEI is turning out teachers whose training equips them only for perpetuating the existing dilemma. Mind you, they claim to be innovative and efficient; however, their innovation and efficiency does not by any means, seek to change the system itself; rather, to make it better!

All of us, without exception, have cried for, or at least, wished for, a different state of affairs.

Mistakenly, but predictably, we always look to our authorities to initiate any desired change. But this must fail simply because these authorities have also come through the same schooling process -- indeed, their "success" is evidence that they have been more efficiently conditioned than the rest of us -- and, as a result, any change they can see is through the eyes of the system which is for the system. They, (like most of us) cannot conceive of human advancement because the dehumanization process which is part of the schooling process, does not recognize humans as humans. The system can only see itself; and men are only a part of that system.

According to the system,

there are not problems, (except about how it can operate more efficiently for itself) -- certainly not human problems. It cannot afford to recognize humans as humans or, human problems as human problems because such a recognition would undermine the System's being. Therefore, in order to sustain itself, it must continue to resist recognition of man as man.

But the system does not exist unto itself (albeit it functions unto itself), it can only exist as such through the medium of man. The secret of the system is that which sustains it -- men; but they have to be a certain kind of men -- they are alienated men; men who have been alienated by the system which is a necessary condition for acquiring the appropriate "personell" to sustain the system.

In order for the present system to continue, it must create sub-humans from potentially whole humans. The system efficiently continues -- it has no lack of sustainers -- You!!

Your parents were "processed" and you, if you have the courage of reflection, will perceive that you, too, are being "processed".

If you are one with sufficient courage, you can critically reflect upon your own "processing". By critical reflection you can test its validity by asking whether or not such a process is conducive to true human advancement; you may ask who establishes certain criteria for a host of norms, laws, more's, etc., that you are called upon to accept. You might ask, "Well why is his idea more valuable than my own? He is another living person such as I who thinks, but why is his thought qualitatively superior to my own? Thought is still thought. No matter how much he may have read or studied that by no means indicates his solution to a particular problem is one bit better than mine. Does a Ph. D. necessarily live better than I? If so, then why are there just as many alcoholics, divorces, etc., among them as there is among the rest of us -- if not more?"

In the realm of life there are no degrees, and no other realm is important. The only valid educational system (and "system" is not a good word, I might add) is reality itself! Turn to reality, seek communication with her, obey her, and you will become a person.

Letters to the Editor



Dear Editor,

On behalf of the co-ordinating team for the Newman Conference held here at UPEI on Jan. 18, 19 & 20th, we

would like to express our appreciation and gratitude to you and your staff for allotting space in the Cadre for us to make the necessary announcements, etc., which assisted in making the conference the success it was. Again, thank you.

Sincerely,
Rachel Roy -- George Mitchell
Co-chairmen for Newman Conference