

HAHN: 'environment of marketability'

(Professor Hahn is the former interim chairman of music and formerly the conductor of the P.E.I. Symphony. An American by birth, Canadian by choice.)

"FROM BEAUTY — — — THE BEAST"

CADRE: As a member of the faculty and the university community as a whole, what are your comments on the \$32,000.00 going to the athletic department?

Hahn: Mediocrity inevitably breeds mediocrity.

CADRE: Obviously every educator has an idea or ideas about the direction or future of the University he is associated with.

A. Where do you think a university should be going?

Hahn: A university has only one direction — the search for truth.

B. Do you feel UPEI is directing itself that way?

Hahn: No.

C. Why not?

Hahn: It was born of miscegenation with the inevitable result. Of the 2 contrasting educational ideologies, which in theory were expected to co-exist, the unfortunate high school mentality represented by the more authoritarian philosophy of education has proved dominant. That dominance, traditionally, has stood in the way of truth.

CADRE: Do you think that the political climate on P.E.I. is conducive to the philosophy of education you adhere to?

Hahn: No. The "white paper" relegated the university to the state whereby it had to be economically viable vis à vis the Island. The "white paper" was to education what the citizenry's hemlock was to Socrates.

CADRE: Leading from your answer to the last question, is the university economically viable for the Island?

Hahn: Many social and political science texts clearly state that an underdeveloped economy must put its educational emphasis on trade and technical training. Normally the practice is to sacrifice primary, secondary, and university financing for the sake of "applied arts and technology." I merely refer you to the province's education budget for the next fiscal year.

CADRE: With the seemingly new emphasis on technical education provincially what then do you feel will be the consequences for UPEI?

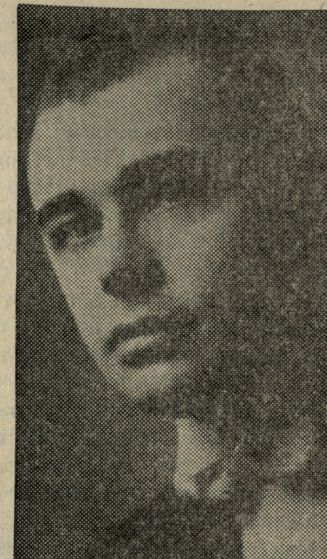
Hahn: If the university is to be at all, it will most likely be as a small college existing to "service" the needs of Holland College. The university's other function, when Maritime Union becomes a reality, will be perhaps a two-year feeding ground for Dalhousie or UNB.

CADRE: Mr. Hahn, we find your statement difficult to grasp, aren't your predictions somewhat far-fetched?

Hahn: In Feb. 1616 the "establishment" condemned Galileo as a heretic for stating that the earth rotated around an immovable sun. Admittedly I am no Galileo, but our "Island" certainly possesses an establishment.

CADRE: Do you feel that the sectarian differences in the Island culture tend to impede the search for the truth?

Hahn: Only in so much as sectarian differences have created diverse educational philosophies. Prince of Wales College in 1967 proved that a non-sectarian public university could flourish and succeed on PEI (too well). If men of intellect, decency, and honesty guide a university it can exist in virtually any culture medium. That, of course, is why Prince of Wales worked; this is not to say that it cannot succeed again at UPEI if leadership of equal calibre can be found.



THOMAS HAHN

CADRE: How does one go about recruiting men of the calibre which you first mentioned — and who does it?

Hahn: A. You must stop the university from becoming a cheap copy of the business world where in money and power-hungry faculty and administrators can use their positions and authority to not only lard their purses but perpetrate their intellectual dishonesty upon the students.

B. An honest man.

CADRE: Do you feel that the "university" in North America is becoming a less potent force in its traditional role of being a milieu for unimpeded development of the individual?

Hahn: Absolutely! The university has taken on the function of the factory. It receives the raw material — the students — it processes the material — credit courses — it packages the resultant product — the degree — and then forwards the goods to market. Does one go to university to learn—no matter what the price of learning—or does one go to create a future climate of economic security? The values of honesty, truth, objectivity, rational judgment, unending scholarship and humanity have no place in an environment designed for marketability.

Until such time as students and faculty return to the state of dedication that is necessary to achieve learning (with all that implies) they will continue to resemble managers, supervisors, foremen, clerks, laborers and security guards as much as the university now resembles the plant.

CADRE: Don't you feel that this is archaic and idealistic thinking in light of society's progress towards a more technologically oriented society?

Hahn: What voice is left to mankind if not the university? Every other institution dedicated to the "ideal" is rapidly disintegrating in our generation. The university however, is disintegrating because it lost sight of the ideal. I suggest, the only way to prevent further disintegration of the university is by returning to "idealistic" values.

CADRE: Do you feel that the prevailing attitude (if there is one) of students on this campus is conducive to, and supportive of, your concept of education?

Hahn: Unfortunately, most of our students are the product of education by establishment. The few remaining, who participated in the "noble experiment" of 1967-68, are able to speak for themselves. Properly aided in their intellectual pursuits, no finer students exist (potentially) than those of the Island.

CADRE: In closing — do you have any final statement for the CADRE?

Hahn: "For what is a man profited, if he shall gain the whole world, and lose his own soul? Or what shall a man give in exchange for his soul?" Matthew 16:26.

MEMORANDUM

DATE: March 5, 1970

TO: Music Students

FROM: Professor Hahn

RE: "Novices and Illiterates"

There appears to be confusion, in the minds of some, regarding my recent resignation as chairman of the music department. Whether or not the confusion is a result of sowing and reaping on the part of those who, obviously, possess little knowledge of university structure, or even English language, is of no concern to any student.

I hasten to point out, to the novices and illiterates, the following information:

1. Resignation from the chairmanship can in no way be construed to mean resignation as a teaching member of faculty;

2. Had I resigned from the university, I could not have signed my resignation from the chairmanship with my correct title, Professor Thomas Hahn.

A professorship — at any level — is a rank conferred by the university on those whom the university sees fit to honour by the bestowing of academic rank. Instructors and lecturers, thus, cannot be addressed as professor, but correctly as Mr. or Miss, depending upon their gender and marital status. Had I therefore resigned from the university I would not have been entitled to sign my resignation Professor, as my professorship endures only as long as I am a member of the university. It is inconceivable that anyone who possessed even minimal knowledge of a university could jump to such a hasty, ill-informed, ill-advised, unwarranted and unsupportable conclusion. That this conclusion was reached indicates either lack of knowledge or malicious intent.

To further clear the air I categorically state: I resigned as chairman because I no longer possessed the confidence of the majority of the music faculty. Of this I am quite justifiably proud.

Despite all the tension and excitement recently induced, by those who so obviously possess little or no knowledge of a university, I assure and reassure all music students that the re-

signation of a chairman is a very minor occurrence and offers neither cause for alarm nor a threat to stability. Contrary to statements calculated to disrupt, it is not a matter of concern to any other university whether or not a chairman of a department at the University of Prince Edward Island resigns. I doubt if it is even of any importance within the University of Prince Edward Island.

The only defence I can offer for those who try to unduly and unjustly alarm students over my insignificant resignation is that perhaps their egos and aspirations are identified with the job of chairman. To some, at least in this department, there seems to be a mystique or aura attached to the post of chairman. This is no doubt due to either a repressive education or the need for an image. Those among the uninitiated who are apparently striving to be initiated will soon learn, if they are unfortunate enough to become initiated, that the job — for want of a better word — of chairman of the music department is a combination of pushing papers, dealing with incompetency and soothing tender egos. My only hope is that someone I actively dislike gets the job.

May I take this opportunity to sincerely and publicly thank my esteemed colleague, Mr. Walter, for not only his unswerving personal loyalty to me, but his utter and total competence as a teacher—one of the few whose first thought is for his students. I add to this, thanks to Mr. Zaat for his unfailing loyalty to me.

With deep sincerity and affection I thank those innumerable students who have, presently and through the last three years, offered so much support, help and *raison d'être*. Without the knowledge that students exist who can be reached and opened, the entire direction of the last three years would have been futile. Obviously, and this is understatement, Drs. MacKinnon and Brown "built better than they knew".

I urge all music students to co-operate fully and totally with him who exemplifies all that is admirable in our present university—the Dean of Arts. Any and all support, during the needlessly difficult times ahead, shown to the Dean of Arts I shall construe as support shown to me.

I close this lengthy memorandum with the words of one, who, though far nobler, suffered a similar fate: "Et tu, Brute."