

UH NEWS liberated press



Dissent and The Parent

We live in a society that is structured around the family. Our capitalistic economy revolves around it. Our corporations are set up with the president as father and the junior executives as the children. Those trying to rise up in business seek the recognition of the "father" much the way a child seeks recognition from his father.

Like the corporation, our schools also revolve around the family. The teacher becomes the father and the student becomes the child. This is a great inhibiting factor in the educational process. Students learn best when they can communicate on an even level with the teacher. The new student will find this easier in college than it was in high school. Much of the student's education will come from discussions outside of class with his professors. To attain this level of interaction, the student must transcend the parent hangup. But first he must transcend this barrier within his own family.

Many students go through four years of college majoring in something they don't want to major in, joining fraternities and sororities they don't want to join, living in dorms rather than apartments. Why? Because Mommy and Daddy are paying for it. Why? Because you should respect your parents. There comes a time when your parents should begin to respect you, respect your choices of major, social life, and living place. There comes a time when a parent should stop being a parent and start being a person to the child. There comes a time when a teacher should stop his condescending attitude towards his students. It works both ways; but the responsibility of change lies with the young person, the student. Some people never do get weaned, and must wean themselves. **HAVE YOU EVER CONSIDERED TELLING YOUR PARENTS TO GO TO HELL!**

Jack Hardy, Editor

"Awareness, no matter how confused it may be, develops from every act of rebellion; the sudden, dazzling perception that there is something in man with which he can identify himself. EVEN IF ONLY FOR A MOMENT."
Camus

Dissent And The Scholarship Student

by Ewart Skinner

In a few weeks the novelty of the University experience will dissolve before the eyes of the new students. In its place there will loom either the perils of conformity, oblivion, bibliomaniac tendencies and social dormancy or the challenge of diversity, innovation, originality, and concern.

There will be the human being who will relinquish his responsibilities as a student for passive dormancy. There will be the more sensitive student who will take part in the proceedings of the University, who will take on his responsibilities, who will attempt to begin an education of being and response, an education of recognition and reaction. This is the student of dissent, the student who will be of most value to himself, the University, and to society.

I wish to emphasize the need for constructive dissent and involvement. I need to emphasize the mammoth gravity of responsibilities which are put upon the shoulders of the student by merely being a student.

The student need not be wary of restraint from the machinery of the upper echelon if his responsibilities as a student are fulfilled. The way his responsibilities as a student can be fulfilled involves all aspects of the University, by being sensitive to what concerns the student and in what direction he is being coerced.

In accepting a scholarship, a student is accepting a responsibility. The recipient of the scholarship must not let this fact deprive him of his independence. The issue of independence is of more concern to the scholarship student than it is for the working student.

This is so because the scholarship student feels an obligation to acquiescence to the present university system and all its stipulations even if he does not agree with them and even if they may be detrimental to his purpose of obtaining a liberal education.

The student who accepts a scholarship must not let it thwart or bridle his attempts at aspiring toward the freedom of his mind. If he does, this is corruption, a sort of bribery, and a transgression of the purpose of "awakening the student's intellect and process of thought"--free thought. This purpose is the true pursuit of intellect--the striving toward knowledge.

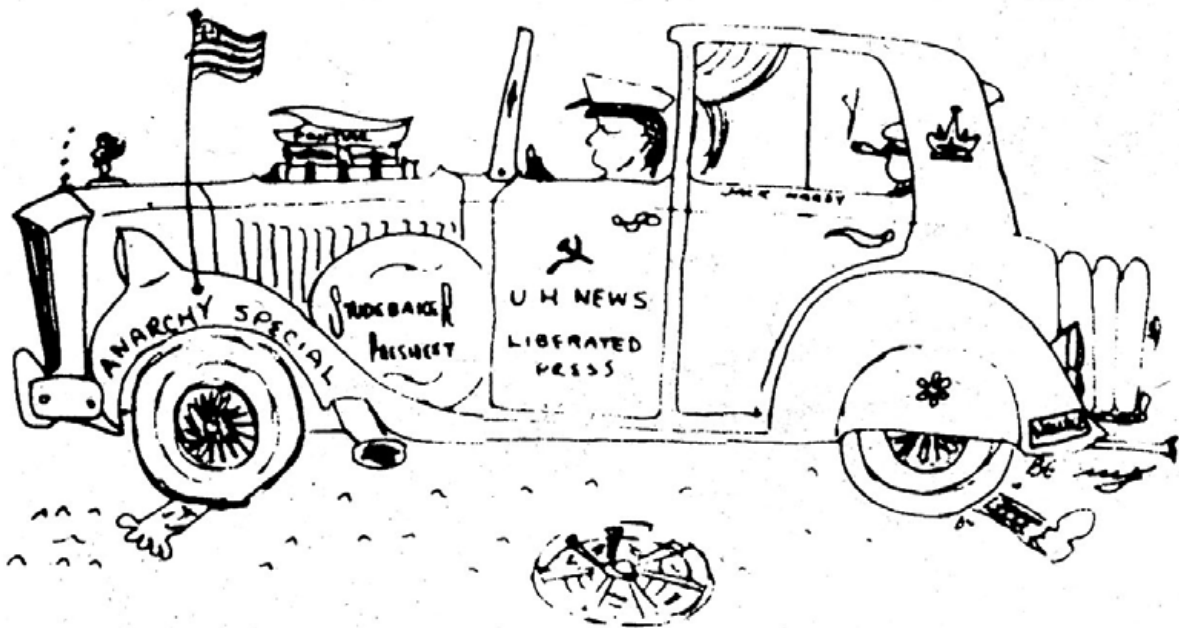
When this strife is harnessed, when there is no room in the system for new direction, there must be dissent. To stifle dissent for the sake of courtesy towards an institution or system which might have granted token or sincere assistance is the suicide of the student.

Education is a moral. Any system which directly or indirectly disturbs the proceeds of free thought and education is immoral. One must be very careful with the use of scholarship time. It must be used for the pursuit of thought and understanding. In dissent, time and thought must lead through to "the formulation of critical standards based on judgement and logical reasoning."

Scholarships are granted so that the persons receiving them can participate in university affairs and education to his capacity. This also means recognizing and criticizing.

A student of higher education bears a great burden, a responsibility to himself and to society. He must use his "studentness" and education in their fullest realization. He must observe; he must question; he must accept, reject, and dissent. He must question not only what he grasps at, but also what he stands upon. He must question the system, its morals, its ethics, its purposes, its direction.

Unless the student fulfills or endeavors to fulfill these responsibilities of being a student and of being educated, he is not truly a student. In waiting passively to attain the higher benefit, he will find himself in the end making futile lunges at the falling system and will eventually fall away with it as it dies.



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