

Editorial

Underdeveloping the Person - Stan Dalton

The predominant ideology which permeates every pore of contemporary Western civilization is without question, Capitalism; it's central metropolis is the United States and, all other capitalist nations (with the exception of Japan) are but its' Satellites which are, themselves, metropolis - satellites.

The United States bleeds every nation it lays hands to, that it may realize as far as it can, its capitalist aspirations, values, etc. Prince Edward Island, as the satellite (Canada) is, itself, not a metropolis. Its' resources, talent, brains, etc., are bought up, or lured away by, the great metropolis' which can better offer an opportunity for our citizens to actualize their capitalist aspirations and values.

The problem is simple" although we are a satellite, we are infused with capitalist (metropolis) values; but the opportunity for their actuality is minimal, necessitating migration to the metropolis for actualization of values which cry for and demand, actualization. Thus, we inevitably educate for the metropolis.

The major problem in my mind is, of course, the educational system which is the principle means by which these values are perpetuated thus perpetuating capitalist ideology and, thus maintaining an educational system the only result of which is, mental crippling. But how?

Quite simply actually. As stated above, in order that capitalism as an ideology should maintain itself, it must educate with its own

end in view. Thus, the individual (or person) throughout his educational career is educated (or steeped in) capitalist values. He is taught or told he must acquire certain skills so as to compete in capitalist society. The more proficient he becomes, the more successful he will be. This is true from kindergarten, through to the Ph.D.: the latter promising the ultimate success.

However, in order that the person succeeds in competitive capitalist society, he must specialize. Now, to specialize, he must concentrate his attention and energies on one field only - to the exclusion of all others, except insofar as a few others apply to his chosen field.

What occurs now is, the person, in pursuing this one goal must neglect his self in lieu of his goal. The result being, he develops as a capitalist cog to fit the capitalist wheel, but as a person he must underdevelop. And this is necessarily so. His choice is, whether he is aware of it or not, to obediently compete and conform to capitalist ideology or, to reject this educational system in favor of self-development.

Since education for capitalism begins very early - at kindergarten and before - it is no surprise that the person's capacity for creativity by the time he is out of high school; university; or post-doctoral work, is extremely low. CREATIVITY HAS BEEN STIFLED SO THAT EDUCATION FOR CAPITALISM COULD BE!!

Capitalism requires con-

formity in order for it to be maintained, therefore, capitalist mentality must be perpetuated rather than creativity. Respect for the arts: philosophy, classical music, sculpture, painting, poetry, etc. are of secondary value since they do not immediately contribute to the aims fostered by capitalism; thus mental stagnation occurs which is characteristic of the cog.

With this lack of mental stimulation, the intellect stagnates - creativity, criticism, and originality, all but disappear.

The person then becomes a living manifestation of the contradictions inherent in capitalism.

What form do these manifestations take?

Reluctance to engage in conversations which are by nature "deep", thus, conversation is rendered superficial. Furthermore, in

universities, there is a reluctance to take courses which require independent thought, and where it is a "must", temptation to plagiarism and for using someone else's essays or writing ability, is the logical result.

Moreover, the students' ability to criticize either course material or contemporary events, is minimal. Rather than put forth his own opinion, he relies heavily on traditional views, or parental attitudes. A "passing the buck" attitude is prevalent where he would otherwise formulate his own view.

It is by no means surprising to me that politics, religion, economics, and all social concerns receive absolutely no criticism from Island youth or their parents. THE CAPITALIST MENTALITY WILL NOT PERMIT IT!

They remain, therefore, subordinate to capitalist domination - as slaves - because they cannot think beyond it, which is a necessary condition before this infection can be cured. Nevertheless, they feel the pain of personal underdevelopment, but being unable to throw the yoke aside, they run into the open arms (sic!) of Christianity which permits an escape from this cruel reality of capitalism. Alas, they fail there too, because that is to jump from the frying pan into the fire since Christianity offers only the impossible - deliverance from the reality of human existence. Oh, if we could but see our idols for what they are!

Letters to the Editor



Dear Sir:

Because our previous letter (Cadre, October 15) may have given the wrong impression to the University Community - a letter written as a joke and not intended for publication (our apologies, Mr. MacLean) - we would like to express how we feel about being a part of the University Community.

Since we are located in Dalton Hall and are surround-

ed by beautiful trees we have been enjoying the fall in a new and different way. From the second and third floor one gets the feeling of warmth and relaxation from the multi-colored leaves. This adds to the atmosphere of our department. Because we are centrally located we are fortunate to have other Science, Arts, and Education students to join us in some courses. This provides us with other viewpoints and creates an opportunity for further enrichment. Our new location makes it possible for us to spend time between classes in the Library or in the Barn - just simple things, but rarely experienced by Home Ec'ers

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