God Loves All

THE UBYSSEY

Good Little Thirbugs

VOL. LXVII — VANCOUVER, B.C., TUESDAY, MARCH 8, 1960 — No. 57

ANY INFORMATION LEADING to the whereabouts of this healthy speciman would be greatly appreciated by the EUS. Which specimen, you ask. Take your pick. They both will be in demand now. There is a rumor on campus that EUS is in frantic search for this refugee from the Buddha's Ball. Once again we would like to make an urgent plea for any information leading to its apprehension.

Alberta Recaptures Coveted Hamber Cup

A bigger and faster University of Alberta five brushed past UBC's game Thunderbirds to return the Hamber Cup to Alberta for the ninth straight time in weekend hockey action.

Led by Vern Pachal's 4 goals and 2 assists, Golden Bears waltzed to a 9-4 victory Friday night.

Saturday night, the Alberta squad didn't have it so easy, as the 'Birds bowed reluctantly, 6-2.

UBC's main faults seemed to revolve around lack of organization and poor "rink sense."

These defects hurt them both offensively and defensively. Notably, they were bunching and they didn't seem to know where their team-mates were.

The basic trouble can be traced to lack of practise and experience. Birds are limited to one and a half hours of ice time per week.

The UBC power play was extremely weak. They failed to capitalize on any of the five Alberta penalties and in one 50 second stretch, when the Bears were two men short, failed to get a shot on the goal.

Despite being outclassed, UBC put up a spirited fight in both games, and produced spectator pleasing hockey.

Stand-out individuals for UBC were goalie Ron Molina, forwards Glenn Bancroft, Bill Cherpeta, Dennis Selder and Chern Singh, and defenseman Les Bergman.

Molina turned back 53 of 59 shots Saturday night. Cherpeta picked up 3 of the UBC goals.

Bergman, despite some rusty skating, showed hustle and a willingness to bodycheck.

Forwards Vern Pachal, Les Zimmel, Austin Smith, Bob McGhee, and Al LaPlante, and goalie Fred Lamb stood out for Alberta.

Captain and ex-pro Pachal picked up 5 goals and three assists on the series.

At the end of Saturday night's game, Alderman and ex-hockey star, Frank Frederickson, presented the Hamber Cup to the Alberta squad.

Novelist Alec Waugh To Speak On Campus Wed.

One of the most versatile literary figures of our time comes to the University of British Columbia on Wednesday, March 9th (tomorrow) to give a lecture at noon in the auditorium. The title of Mr. Waugh's lecture will be "A Novelist on Novels."

The author of the 1956 best-seller, "Island In The Sun" is having three books published within a year: "Love In The Caribbean," another novel with similar locale to his earlier success: "In Praise of Wine," a social history of libations and spirits: and another novel, "Fuel For The Flame," the setting of which is an imaginary island below the Equator in the Far East.

Alec Waugh, a slight, spare man with a wonderful flair for making vivid and real the remote places he has visited, leads what he calls a "Scattered life." Evelyn Waugh once described his peripatetic brother as follows: "You may meet him anywhere at any time in any sort of company . . . You may meet him standing in a crowed at a baseball match or at a cafe on the Promenade des Anglais or at a first night in London or in a curio shop in Tangiers . . . You will meet him three years later at the other side of the globe and he will recognise you and continue the conversation as though he were unaware of the interruption."

ALEC WAUGH

Students Convicted

(USP)—Two negro and one white student were convicted Monday in Nashville, as a result of non-violent sit-ins Saturday which also brought a call for a nationwide student protest by the national student association.

The protest was called by the United States National Student Association Saturday after the arrest and treatment of 100 students, some 75 Negroes included. Negro students have beeen sitting-in at lunch counters, and refusing to move when waitresses will not serve them.

USNSA represents the student governments of almost 400 American colleges and universities with an enrollment exceeding 1,200,000 students. Founded in 1947, it is the largest national union of students in the world. NFCUS represents 70,000 Canadian students.

According to the USNSA southern staff member, Connie Curry, the Nashville trial was a "farce". During the trial, she said, Nashville police testifying for the prosecution were forced to admit that the Negro and White students on trial were not actually involved in any disorderly conduct. This evidence, however, was not considered in any of the verdicts.

One of the students—convicted of disorderly conduct and fined $10—was arrested after the sit-ins when he tried to visit his friends in jail. He was told the only way he could visit his friends was to be arrested himself. "So arrest me," he said. They did.

A second student was fined $100, maximum under Nashville law for disorderly conduct and resisting arrest. Miss Curry stated that his resistance consisted of hanging onto the counter in a downtown store, when a member of a white mob attacked him. He was hanging on when the policemen arrested him. This was his "resistance of arrest," said Miss Curry.

Telegrams deploring the arrests and expressing sympathy with the sit-in movement poured into the Nashville students, the mayor and the police commissioner.

Among the schools protesting were: Lehigh University, Wayne State, University of Michigan, Rutgers College, University of Washington, Washington State College, University of Texas, Xavier University and the University of California at Berkeley.

By Monday afternoon stand-up protests had been planned by the University of Chicago, Lehigh, Rutgers, and University of California at Berkeley.

UBC Students To Attend Seminar

World University Service of Canad has confirmed the selection of three UBC students to attend the annual WUSC summer seminar in Israel.

Thel are Ruth Kidd, Law II, Derek Fraser, Law I, and Graham Walker, Law I.

The seminar will commence in late June. It is intended to enable senior students to observe and better understand the situation and problems of Israel.

Topic of the seminar is: "Israel—Drama of Return and Reconstruction."

"Waldorf" Education Discussed

Dr. Hermann von Baravalle, noted Austrian educator and author, will give a lecture entitled "Waldorf Education and the Humanities", today at noon, in BU 202.

Waldorf Education stresses the complete, organic integration of art and science. It is geared to a deeper understanding of the emotions and soul. The teachers plan together, to integrate all subjects. The same teacher carries one group of pupils for a period of from three to five years. The system develops a deeper relation between teacher and pupil. The child forms his own course notes, out of a strong natural love for the subject matter.

'tween classes

BROCK MANAGEMENT

Students interested in serving on this committee see Co-ordinator before Wed. noon. Interest, not experience, is required.

* * *

COMMONWEALTH CLUB

Free speaker and film on Ghana noon today in Bu. 102.

* * *

CIVIL LIBERTIES UNION

Annette Rubinstein speaks on "Man's Equality in Shakespeare and Woman's Too" noon today in Bu. 203.

* * *

INTERNATIONAL HOUSE

Election speeches noon today in I.H., election Wed.

* * *

GRAD STUDENT ASSN.

Nominations close today, send to Box 53, AMS. Undergrads planning to enter Grad Studies are elegible.

* * *

CCF

CCF, there will be a general meeting of the CCF in BU 218, at noon, today. Topic: Constitutional amendment, provincial convention, discussion group.

THE UBYSSEY

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How many faculty members have been foolish enough to sign the Atom petition circulating the University at the present time. Two and a half hundred, as one newspaper suggests? Three hundred by now, perhaps? Who knows, except the sponsors. It doesn't matter one whit whether one or one housand people signed the piece of paper; what does matter is that too many people outside the University have the idea that this petition represents the University as a whole, and not the small section who have actually had anything to do with it.

A university is a composite body—we are told this at convocations and other official occasions—and anybody who says that something purports to be representative of that body is presumably making a serious statement that may be taken at face value by the people who read such a report, wherever it is printed, even in the tainted journals that are published in Vancouver. By what right, then, are the newspapers allowed to print these presumable press releases?

Most certainly it is not the opinion of the University that Canada should disaccociate herself from the nuclear manufactory and storage. Anybody who suggests that it is, is telling a lie. The truth is that some members of the faculty and the senate (true?) want the general public to think that this is the opinion of the University. Nobody has actually asked the University what it thinks of the matter.

If the matter were put to the University in its proper light, very few people would be prepared to sign away their right to defend themselves from nuclear aggression. Nowadays, only fools and saints think that turning the other cheek is as good a way as any of defending themselves, and I have yet to meet any saint on this campus.

I repeat: **At the present time, this petition in no way represents the opinion of the University of British Columbia.** —P.C.

LETTER

Dr. Norman A. M. MacKenzie,
President,
University of B.C.,

Dear Sir:—

You can feel justly proud of your student body and staff. Once again they have demonstrated in a most tangible manner their appreciation of their responsibilities as members of a society which has the welfare of their fellow-man uppermost in their day-to-day existence.

The attendance at the Spring Blood Drive, while below the goal set by the student body, was most gratifying and did much to help us aid the patients in the hospitals which we serve.

The net collection amounted to 2306 pints of blood, sufficient to meet the need for a ten day period.

We are most grateful for this continued support of the staff of the University of British Columbia, the student committees and especially thankful to those who so generously donated their blood.

W. H. Chisholm,
Blood Donor Panel
Organizer,
Vancouver Branch,
The Canadian Red Cross
Society.

Ubyssey,
Editor,
Dear Sir:—

The Film Society is again presenting a film for the so-called benefit of first year English students. "Huckleberry Finn," which I expect, was imported from Byzantium at a tremendous cost (that of course is why the price has been raised to fifty cents) will be featured.

If you remember, the admission was also raised for that "priceless" showing of "Anna Christie." Even the "King" and the "Duke" were above a farce such as that one.

I strongly suggest we need the old adage, once bitten twice shy, and stay away from this gem, which undoubtedly is just one more ancient reel resurrected from the celluloid compost heap, and we are once more being set up as the credulous "marks" of Filmsoc.

J. L. Powell
Arts 1.

Last day for nomination for Graduate Student Association executive. Undergraduates who plan to be registered in the Faculty of Graduate Studies next year are eligible. 9 positions are open—President, 2 Vice-presidents, Secretary, Treasurer and 4 officers. Submit nominee's written consent and 4 seconders signatures to Box 53, Brock.

LETTERS TO THE EDITOR

The Editor,
The Ubyssey,
Dear Sir:—

Apparently one of our more astute members of the Legislature has made the suggestion that the Arts Department of U.B.C. be removed to Victoria College.

As most students will acknowledge this is a ver wise suggestion. We are not out here to soak up general truths, but to receive a vocational training so that at the end of five years we may win the favor of the rulers of North American corporations and be accepted into their ranks. Since the "organization men" mould our universities and dictate the goals of most students, may I hereafter refer to these capitalists as "Our Fathers", out of humble reverence?

Just the other day I was in the Personnel Office for an interview with one of Our Fathers and he assured me that the Arts Dept. was no longer valuable to the corporation. "We do not want liberally educated students", saith this Lord, and I trembled at his omnipotence. Then he went on to say, "we are looking for that well-trained student who is cooperative and able to fit in with a management or research team; men who will be loyal to the company, for 'I am a jealous god'." Happily most students obey Our Fathers and regard the Arts Dept. with contempt.

But there are some students who still live in the past. One fellow I talked to recently made the ridiculous statement that higher education is an end in itself—believe it or not. This fool continued to babble even after I informed him that Our Fathers had declared an arts education obsolete.

That is a serious kind of delusion to hold. It is dangerous to digress from the practical affairs of business and industry in those arts courses. Dreadful as it may seem, at times arts students question the divine authority of Our Fathers and contemplate heretical ideas such as private research, moral values and even the possibilities of a meaning for existence apart from the corporation. We must stop this non-conformity and non-profitable learning; it is blasphemous.

I am proud to say that many faculties here are setting a fine example in the crusade to eliminate liberal education. The Faculties of Applied Science and Education, to name just two, are to be commended for their ceaseless efforts to serve Our Fathers in spreading company philosophy and conforming to the goal set before them of serving the ends of industry and big business.

But I now appeal to the other students who still believe in the old-fashioned idea of an intellectual community to "turn from their evil ways" and acknowledge the sovereignty of Our Fathers.

It is very encouraging to hear evangelists like that MLA spreading the gospel of technology and conformity. But let us do our part. In the name of Our Fathers and enlightened self-interest I exhort you to mobilize for the elimination of the Arts Dept. from the campus of U.B.C.

In closing, Mr. Editor, may I quote Eivind Berggrav just to be unpleasant? ". . . to a large extent, all over the world, higher education floats rudderless on the changing tides of force" (Man and State).

If that lost "rudder" happened to be the Arts Dept., the joke would certainly be on us, would it not?

Michael Boulger,
Arts IV.

EDITORIAL BOARD POSITIONS

Applications for editorial board positions on the UBYSSEY ar enow being accepted. A reminder is given that these positions are open to any student. Deadline for the submission of applications is Friday, March 11.

Matz & Wozny
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Gowns and Hoods
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Double breasted suits modernized in the new single breasted styles.
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March 8th - 12th
Ian Carmichael, Alastair Sim
In The Riotous Comedy Hit
"Left, Right and Centre"
9:20 p.m.
— PLUS —
Straight from Paris!
"Folies Bergere"
7:30 p.m.
technicolor
Starring the International Star of Ballet
"JEANMAIRE"
One Complete Show Commencing at 7:30 p.m.

COMING SOON
"ASK ANY GIRL"

CLASSIFIED

LOST — Gamma Phi Beta sorority pin between brock and the library. Please phone LA 2-6263. Reward.

INFORMATION — One bedroom apartment in university area. To be vacated around May 1st. Phone: Clark, RE 3-0047 after 5:00 p.m.

WILL BUY—Physical Chemistry, 2nd edition. W. J. Moore. Evening, MU 5-5977.

LOST—Two brand new $10.00 bills folded together, at bus stop, Thursday. Badly needed by Roger at CAstle 4-5204.

LOST—Latin dictionary, grammar, and book of poetry. Finder please turn in to college shop or phone TR 2-2342.

Will the persons who mistakenly took the wrong coats from the check-booth in the Armouries Sat. nite please leave your name and phone no. in the AMS office. A full-length black ladies coat and a men's beige raincoat were left behind. Please claim the coats and return the ones taken.

Chartered Flight
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return August 15
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Capitol Airways
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for information
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U2-59

WCIAU Crown To Swimmers

By DIETER URBAN

UBC swimmers led the B.C. athletic attack in Edmonton this weekend, outscoring second place University of Alberta by more than 50 points.

The local Varsity wrestling squad clinched a second and U B C's volleyballers managed only a fourth spot in other WCIAU competitions.

The UBC waterbirds stole the spotlight, however, bringing the first swimming title to the coast.

SWIMMERS CLEAN UP

UBC took seven firsts, five seconds, and three thirds in the individual competition, and went on to pad their lead by winning both relay events.

'Birds scored 80½ points with Alberta, the nearest rival, totalling only 29½.

The UBC squad took the 400 yard medley relay with a time of 4:36.9; Saskatchewan followed with a 4:56.4 time.

UBC won the 400 yard free-style relay with a 4:06.9 time Alberta placing second with a 4:09.7 clocking.

UBC's Bert Peterson walked away with the 100 yard butterfly in 1:00.6, and the 200 yard individual medley in 2:26.5 time. Bill Sanger of UBC won the 200 yard free-style in 2:32.4 and the 440 yard free-style in 5:56.0.

Bunny Gilchrist took the 100 yard backstroke in 1:10.5 and Bob Bagshaw captured 100 yard free-style laurels with 59 second timing.

Pete Pellat won the diving competitions with a total of 408.8 points.

VOLLEYBALL

UBC overpowered the University of Manitoba 15-11 and 15-12 to get away to a flying start. Trouble came when they lost twice in a row; to Alberta, 11-15, and 13-15; and then to Manitoba 7-15, and 5-15.

UBC ended on a winning note by trouncing Saskatchewan two games to one.

WRESTLERS SHOW WELL

UBC's wrestling team showed well despite only entering three wrestlers. A full team consists of eight men. The Birds were weakened by injuries to several key men.

UBC finished with three wins out of 15 events. Saskatchewan won 11 bouts, and Alberta took only one. The meet concluded the UBC schedule. It is hoped that next year, two teams can be formed for competition.

SPORTS SHORTS

The UBC Rowing Crew needs a coxswain in the 110-120 weight range. He must be a Canadian. The Rowing crew will train all applicants. Interested? Phone Dave Gillanders, CA 4-0414, or drop into the Ubyssey Sports Office.

WOMEN'S BIG BLOCK

There will be a meeting of the Women's Big Block Club Wed., March 9, in the Women's Gym.

GYMNASTICS

Southern California won the first annual Pacific Coast Intercollegiate gymnastics championships, edging California.

Alex Ross of UBC captured ninth place in the trampoline competition, and Dieter Wichert, also of UBC, placed tenth in the all-round.

BASKETBALL

The B.C. High School Girl's Basketball tournament, sponsored by the Women's Athletic Association, takes place this weekend at the Women's Gym. Games will be played all day Thursday Friday and the finals Saturday evening.

CAPTAIN VERN PACHAL raps home his fifth goal in the University of Alberta 15-6 triumph over the U.B.C. Thunderbirds. The win keeps the Hamber Cup in Alberta for the ninth straight year. For more details see story page one.

Thunderettes Meet Richmond Wednesday

UBC Thunderettes take on Richmond in the first game of the Vancouver City Finals at Churchill Gym, Wednesday night, at 8:30.

This is the first game of the best of five series to decide the team to attend the Canadian Championships.

SPECIAL EVENTS & FINE ARTS

WED., MARCH 9

Alec Waugh

Famous British Novelist, Essayist, and World Traveller
Author of 1956 Best Seller "Island In The Sun"

LECTURE IN AUD. 12:30

WED., 9th

The last in the series of noon hour concerts
Debussy Trio for Harp, Flute and Viola

BU. 106

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MONDAY: MARCH 14 AT 8:30 P.M.
The Vancouver Cantata Singers
Director: HUGH McLEAN
in a CHORAL CONCERT

The Peaceable Kingdom ..... RANDALL THOMPSON
Four Songs from the British Isles ..... MICHAEL TIPPETT
MADRIGALS and MOTETS from the 16th Century
Quartet for Harp, Flute, Saxaphone and Celeste
with Female Chorus ..... H. VILLA-LOBOS

Tickets: Now on sale at Theatre Box Office, MU 3-2311
and at Alma Mater Society Office
$3.75, $3.25, $2.50, $2.00, $1.25 — STUDENTS 75c

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DIRECTED BY FRANKLIN JOHNSON
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IN THE U.B.C. AUDITORIUM
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Education Week is

THE EDYSSEY

Think Week

VOL. 1 VANCOUVER, B.C., MARCH 8, 1960 No. 1

Editorial:

The Mockery of Freedom

More heat than light is being generated by debaters in the arena of public affairs. The volume of spoken and written words has increased steadily during the first half of our century. It is unfortunate that charm of original thought has not increased proportionately, but has withered under the deluge. More unfortunate still, and more alarming, is the "escape from freedom" which we are called upon to witness. No sector of life can claim immunity, and education least of all.

The concept of freedom is admittedly a vague 19th century one insofar as the modern scientific world is concerned. And if events progress as they have for the past fifty years then the life of this concept will soon come to an end. It's a straight case of 'if we don't use it, we lose it."

The mockery of it all is simply this: we claim it as the cornerstone, the sine qua non, of democracy, our 'way of life", the home of the free; and yet we treat it with such nonchalance that it fades into the mist like ships in a fog. The only trace we retain is the constant reminders which echo from the horns of after-dinner speakers . . . exhorting us to make use of a quality fast being denied by the machines of those same orators.

True freedom of speech has become a mockery when a man's social and economic life may be destroyed by the chit-chat of a cocktail party. In the law courts our methods of getting at the truth are crude and cumbersome beyond belief. The oath should read "I solemnly swear to give the best answers I can under the rules of evidence to such qustions of fact as the judge allows to be put to me." In our political arenas there is garbled debate at best, and the reaction to outbursts from the floors of legislative chambers is public paroxysm of hysteria.

Locally, it is a matter of some considerable embarrassment to set out the disuse of freedom in campus affairs. We have very kindly put it down to 'student apathy," too big a campus." We have been too kind. Let's face up to it, the reasons are painfully simple: selfishness and plain laziness. Time is no excuse, when in one breath it's "too many essays" and the next it's "let's have a coffee."

Prophecy of doom is too old fashioned to have much effect, and if the horse is dead don't kick it.

But the horse is still alive. Get out and kick it.

Foreign Correspondents

FIVE MINUTES From NEW YORK

You may associate New York with the most forward and modern trends in education. The names of Rockefeller and Columbia University conjure up vast expenditure in the field of education. But only five minutes drive from the great Island of Manhattan, in the very shadow of the New Jersey side of the George Washington Bridge, sits a little (red) school house that dates back to the 1890's—its building; — its methods; its teachers, all are of the same vintage.

The school has seven class rooms—no gymnasium, no cafeteria, no auditorium no library (as such) and a very meagre amount of basement space.

The only time the children have any P.E. is when the weather permits, and then the sport indulged in, to the exclusion of anything else, is baseball.

One example of the antiquated methods used: the first week at school each child spends some time learning to print his own name. This is fine for "Joe" and "Pat" but "Bartholemew" and "Karlovonic" are considered real "duds." At the end of a week they can't spell their own name!

CORRESPONDENTS

(Continued to Page 2)

Education and Human Resources

By DR. N. A. M. MACKENZIE
President, The University of British Columbia

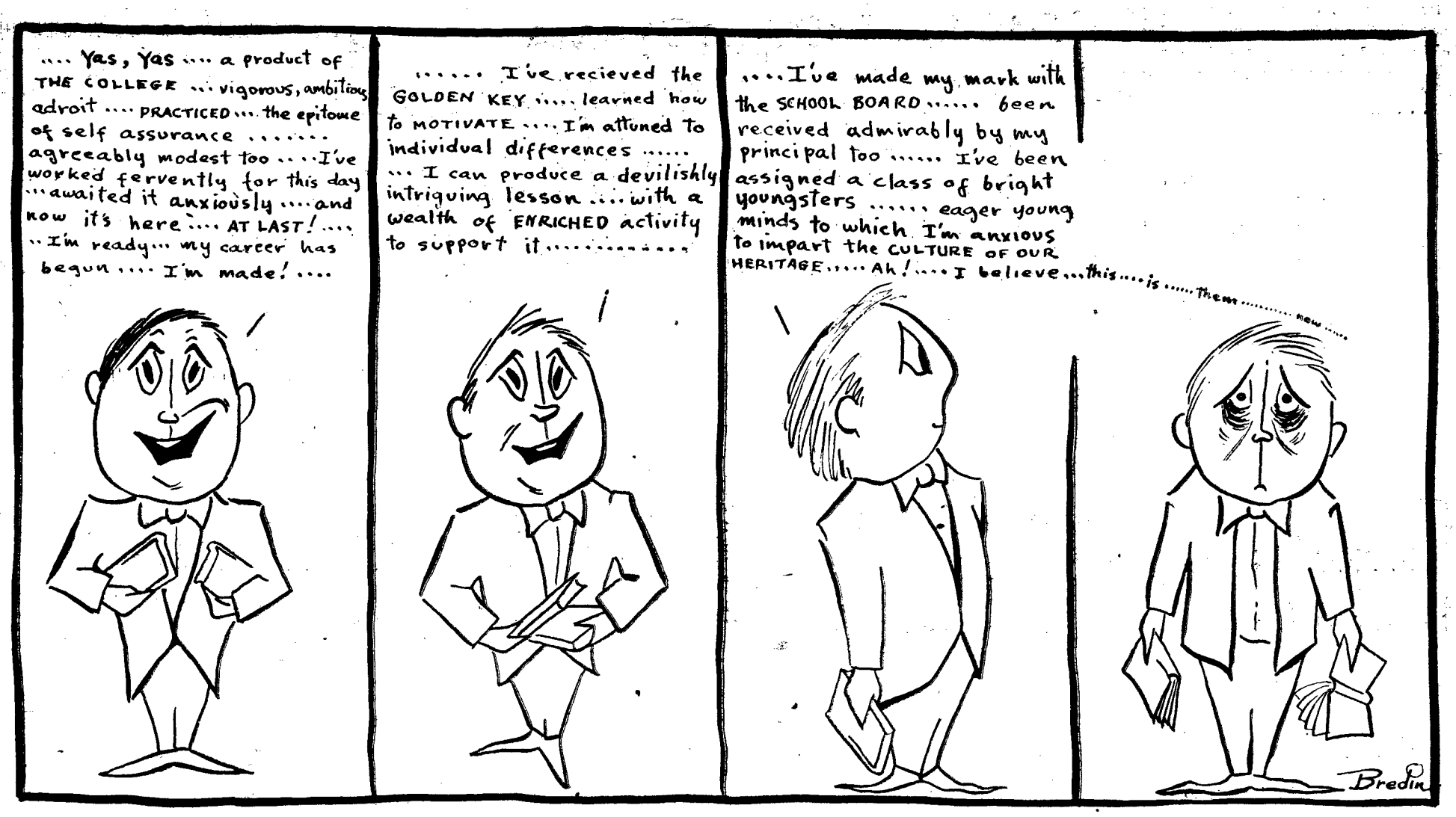
The slow, delicate and subtle process whereby the knowledge, skills and maturity acquired by one generation are passed on to the next is called education. While it is true that each individual is the sum total of an infinite number of stimuli, unordered, disparate and chaotic, which fall upon his senses, the responsibility of transfering knowledge in a formal and methodical manner is given over by society to its schools and universities. And so, since there can be nothing more important to human beings than the passing on of their customs,traditions, and knowledge, it follows that the quality of our education, its content and its methods, is in a very fundamental way the measure of our maturity, stability and value as a people. Our educational institutions are those agencies which alone ensure that the knowledge hard won by one generation will be handed on to all the generations that follow. Indeed, it is through educating that we perpetuate ourselves as individuals and as nations.

Responsibility of a Nation

From the earliest times man has wondered over this process of education, always questioning it, testing it, reforming it: who should be educated, to what level, by whom, for what purpose? There are no absolute answers to such questions, depending on the social and political needs of the time. If this process of critical examination were not going on constantly, education would run the grave risk of standing still, of becoming retrograde and so declining. However, one principle seems to emerge clearly: the first responsibility of a nation is to guarante for each citizen the possibility of attaining his maximum potentiality as a man. This means, in other words, that each citizen should have the opportunity of educating himself to the highest level, commensurate with his intelligence, aptitudes, and natural endowment. A society is as good as the quality of the collective mental energies of the men and women who compose that society; and a nation is successful and progressive to the extent that it possesses human resources which permit it to carry out the complex and varied tasks of modern society. The physical world slowly yields its secret to the physicist and the chemist; disease declines through the patient investigations of medical doctors; our beliefs, customs, and mores grow and evolve through the researches of our social scientists, lawyers, psychologists and humanists. But all these fields of human endeavour require an ever growing number of highly trained persons who must spend many years

EDUCATION

(Continued to Page 3)



EDUCATION WEEK

THE EDYSSEY

EDITOR—Fred Walden
ASSOCIATE EDITOR—Diane MacNaughton
MANAGING EDITOR—Dick Pearce
COUNCIL LIASON—Jane Jeffree
FEATURE EDITORS—Sharon Drysdale
Grant Livingstone
SPORTS EDITOR—Bill Elliott

Council's Future Questionable

Nominations for next year's Education Undergraduate Council close this Friday at 4 p.m. So far the response consists of nominations for three of the ten positions. In spite of efforts by council members to spark interest, it appears that little interest in student administration is present. A rather casual but clairvoyant comment from a senior student summed up the situation rather succinctly: "What the hell, most of us won't be here next year anyway."

True, less than half of the present enrollment will return to the college next fall, the remainder will fill teaching positions throughout the province.

ONUS ON STUDENTS

Thus the onus falls upon students, generally junior classmen, who will be on campus next year with approximately two thousand education students making up one-fifth of the entire University student body.

It is agreed upon that the college desperately needs a functional Students Council which can effectively co-ordinate the activites throughout the winter sessions and which can inform the education students of the major campus events sponsored by the A.M.S.

The problem of making the junior classmen aware of the need for council members for the following year has been, and will continue to be, one of the most provocative obstacles encountered by each Council. Invariably it is too late when people realise the need. The comment is always: "If only we had known about it sooner."

We are all very busy at this time of year; everyone states with labored emphasis how much work he or she has to do by April. We must evaluate our position now. We must view our objectives in perspective. Are we really working toward the goal enunciated so smoothly on our lips or are we merely shirking the responsibilities each of us must carry in our society.

The future of our council lies entirely in your hands; as the motto states: it's up to you.

UBC Man Predicts Heredity Controls

. . . with apologies to Southey's — Battle of Blenheim

It was a summer evening,
The I.B.M., it's work all done,
Stood quietly at his station
Reflecting with a hum;
And near him sported on the mart,
His little grandmachine Robart.

He saw his sister Vacumette
Roll something large and round
Which she beside the assembly line
In cleaning there had found;
He pulsed to know what she had found
That was so large and smooth and round.

The I.B.M. processed the thought
As Vacumette stood by;
And with a whirring humming sound
Produced the answer in his eye
A twentieth Century skull blinked he,
That helped to make our Techniciety.

Then Robart's brain began to whirl
As on his dialed face the voltage rose;
And little Vacuumette stood by
With wonder flashing in each electronic eye;
"Oh punch out please upon your cardex face,
The history of this ill-fated Twentieth Century race."

"It seems that Men of Science," blinked the I.B.M.
"Convinced the larger ill-adjusted mass of men,
That they should use a little chemistry
To fix the errors of their ancestry,
For with just a little tampering of the genes
Promised they would be as good as most machines.

"And so the Twentieth Century race began to rise
Above a mere irrational, passionate, human kind;
And soon a type of babe was formulated
That even in the incubation stage was I.Q. rated;
No longer was there any element of chance
That men would be the unfortunate offspring of Romance.

Now little Vacuumette stood quietly by
A faint flicker caused a spark in her electronic eye;
And Robart's gyro seemed to let him sway
For just an instant, in a kind of human way
That caused the I.B.M. to blink;
"If only Twentieth Century man had taken time to think."

— GEORGE SAYCE

FOREIGN CORRESPONDENTS

(Continued from Page 1)

One modern note is the kindergarten class—an advantage that most American states have given to their preschoolers. Another bright note — the grade six teacher took the children on two very excellent field trips. One was to the U. N. Building and the other to the N. Y. Philharmonic concert in the Carnegie Hall. Those who were lucky enough to make the baseball team were taken to a World series game in New York!

Apart from these bright spots the children drudged along each day, learning long lists of drills and times tables. We find this a little dismaying and we begin to realize that even if we come from Vancouver (where is that?) we can be proud of its forward moving educational system.

DOORBRAAK IN HOLLAND

UTRECHT

Dutch high school teachers are now compelled to take one year of pedagogical courses!

Until 1955 the requirements were a diploma equal to a B.A. for teaching grades 9, 10, and 11 and a Ph.D. for grades 12 and 13. In neither case was any training in education required. The result was that many high school teachers lacked the skill and understanding of adolescents needed to bring about interest on the part of the pupils.

The standard of teachers has always been high in Hollaned, and the fear expressed by the Ministry of Education that it will be difficult to raise the training from one year to two years seems justified. Most people finish their university education in 6 or 7 years, and it is requiring rather much if the teacher-training is increased to two years. Such a requirement can only be imposed if the intellectual training is diminished or if teachers salaries are increased to compete effectively with those in industry and commerce.

Annual Workshop

The vital role of human relations in education was the central theme of the third annual student-teachers' workshop yesterday. Sparked by the enthusiasm of B.C.T.F. Assistant Secretary, Stan Evans and other officials, the two-hour discussion groups preceded a dinner in Brock Hall. Emphasis centered on the role of the teacher's relationships to Staff, Principal, Parents, and Community.

Following one of Foods Services' finest dinners, Mr. Reginald Cox, President of B.C.T.F. presented a few brief but extremely refreshing remarks. Dean N. V. Scarfe graciously thanked all participating members. It was truly an informal affair, much to the delight of all concerned.

Behold: The Visual Aid

News item: "And now with the return to college of some 1000 student teachers, the teachers in the Vancouver School District may again partake of the facilities offered them by various Visual-Aid establishments."

"What in tarnation is this Visual-Aid?" queried the unenlightened Engineer, elevating his blood-shot see-alls from his slide-rule, as he was about to be ousted from a room in the Engineering Building that was rapidly filling up with Math. 203 students.

Good Friend of the Red-Sweater Order, and all persons, both in and out of sweaters, let here be defined, The Visual Aid. It is an established rule that every lesson be made interesting for the child. What teacher would dare to tell her grade three's that teeth are to be brushed up and down? She must, of course, bring into the classroom 45 basins of water, 45 colored toothbrushes, and 45 tubes of all the toothpastes produced and show them. THE CHILD MUST SEE, MUST SMELL, TASTE, HEAR, MUST BE A PART OF HIS LEARNING.

Being an orderly person herself, the teacher has instilled this trait, along with politeness and regard for other people's property into her class. Therefore, after the lesson, as could be expected, every basin of water will be carried intact to the sink at the back, each tube of paste will be quietly recapped, ,and every little toothbrush will be wrapped carefully and taken home. Junior will be able to go home and say, "Ha, today at school we made finger paintings. Oh yeh, and tomorrow we're gittin a new teecher."

It is a rare social-studies teacher, indeed, who does not have in his home-museum a moth-chewed Indian scalp, a pickle jar of Australian sheep intestine, a cup of eleven-year-old turtle soup from the South Seas, and the Red cross label from a rescue pack that had once been around the neck of an Alpine St. Bernard.

The good science teacher has in his visual aid repertoire at least three inside-out snakeskins, a chunk of fur taken from the backside of an escaping chimpanzee, a stock of celery to show water transportation, and a slightly dehydrated Avocado plant jammed in the neck of a milkbottle.

BUT THE LANGUAGE ARTS TEACHER—She is the epitome of the Visual Aider. Junior will never know if "i" follows "e" except after "c" if the two little bunnies in the puppet show don't tell him. The yellow cardboard duck who lifts his wings and flaps "I AM DUCKY WUCKY. HOW MANY WORDS CAN YOU THINK OF THAT SAY "U" THE WAY IT SOUNDS IN MY NAME?" is an essential part of his schooling.

Well, Red-Sweatered Friend, do you now understand the term Visual Aid? If you are still in doubt, would you direct yourself to the Redington Reference Room on the second floor of the library. Once there, locate any one of a large number of dictionaries and following the instructions your grade four teacher taught you on the pretty orange chart, look for the VISUAL AID. The chances are you'll find it says—"involving the sense-of-sight devices used in teaching."

The Muddy Pond

by ELIZABETH MOTT

Teachers overloaded

Because English teachers in B.C. Schools have too much paper work, too many extra-curricular activities to supervise, and too many pupils in a crowded timetable, the amount of time the teacher can spend marking and correcting each student's work is extremely limited.

This may seem such an insignificant point at first glance; however, upon closer scrutiny a vital weakness in our educational system becomes evident.

The limited marking time of the English teacher promotes the setting of strictly objective examinations throughout the school year. This accomplishes two goals: it provides frequent tests and it reduces the marking time to a minimum. What it does not do however is cultivate the student's ability to set his thoughts down in an organized and meaningful manner. The student learns to write short, true-false, one-word, or multiple-choice answers; the paragraph remains, as it has done for years, the abhorred burden of the secondary school student.

Freshman unprepared

When the high-school student arrives on the campus as a freshman, he is immediately confronted with the plague of all first-year students — the essay. His exams in almost all his subjects call for organized answers in paragraph form. So he must begin, in some cases from scratch to learn how to write proper paragraphs and essays.

To be held up in the mechanics of English in first or second year has proved to be one of the most harrassng obstacles of the junior classman. How many students have you met who have said: "I knew the work but just couldn't get it down."

And so the story goes, the student graduates, finds a job, raises a family, and his children attend grade school where our story began. It is not always the same story in every instance since many external factors influence the road which the student follows. Intelligence, family environment, interests, to name only a few, determine, to a large extent, where the student places among his peers.

Complications

The pond in which the above account takes place is clouded further by the fact that the home is often unaware of the school aims and programs. Some cases reveal these two influences on the child's life working in opposite directions. Frequently lack of information and misunderstanding on hand is pitted against traditional determination on the other. Rare is the case where both parties sit down and "talk the situation out."

To higher ground

So here we are, educational colleges vainly attempting to keep up with the demand by society to supply trained personnel; industry screaming for more specialized graduates; business administration claiming executives have not a well-rounded background; and families complaining that father never spends any time at home.

Where do we look for a solid footing? Which direction do we turn our efforts? What philosophies should we adopt in order to realize our objectives?

Confused Reactionaries

DEAN NEVILLE V. SCARFE

"Such weaknesses as there are in schools today are due mainly to pressures outside the school and are not primarily the fault of those who work in the school system." For a long time now the outside pressure for quantity in education, for providing secondary education for all, has been far greater than the pressure for quality in education. Teachers, in fact, have fought a losing battle against pressures to reduce the quality of education.

Progressive education, which has influenced our schools to a small extent only, is and always was a quality education not a quantity education, and the strange thing is that the reactionaries of the present decade have attacked the very system that was devised to produce quality education but was prevented from doing so by weaknesses in society. The reactionaries should have attacked the general public whose materialism has confused quantity with quality.

Teachers have fought to maintain ethical and moral standards in schools and have been defeated by the kinds of ethical and moral standards maintained by outside society in business, industry and by the materialistic culture of our times.

The public insistence on quantity of education rather than quality was accompanied by a shortage of highly qualified and highly dedicated teachers. Other occupations have been more remunerative, and more attractive because under less public pressure. Furthermore, there has never been enough public insistence on the quality of its teachers. The political and social demand has always been to keep the schools open, never mind who were placed there as teachers. Until the public insists that its teachers must be far better trained than they are now and until the public insists that the training institutions and universities do a better job for teachers than they do at present there will always be weaknesses in the teaching profession, but we cannot blame the teachers of the Colleges of Education for these weaknesses.

If we prefer to employ an inadequately trained surgeon to do an operation we cannot blame the surgeon if the patient dies. He probably did his very best with the training at his disposal. If we employ an inadequately trained architect or house builder we cannot blame the architect or the house builder if the house falls down. We must blame ourselves for not hiring more competent and always, of course,more expensive help.

Many of the outsiders who have criticized education in recent years have been activated by very genuine and sincere motives but they have rarely been clear what is meant by "good education." So often they have confused good education with a training which is purely academic and rigidly bookish. They have confused instruction with education. They have assumed erroneously that communication of information is a teacher's most important task.

Good education is by no means purely academic or intellectual. It is much more than that. Quite often rigid academic work is the negation of good education. Just as much thinking goes on in immediate practical occupations as in the remotely academic. A practical engineer has to exercise his mind as effectively as an abstract physicist.

Many of the critics also speak as if all students were mentally endowed with very high intelligence and so they insist that all students should be required to perform as if they were highly academic and highly intelligent. Other critics claim that vocational studies are not educational, implying that practical education is trivial or easy, but forgetting that academic exercise can be equally trivial, and abysmally arid. Excellent education is not destricted to or the prerogative of any subject or way of life. The world needs excellent plumbers just as much as it needs excellent philosophers. Unless both are excellent neither our pipes nor our ideas will hold water.

Bangs and Whimpers

Baubles, bangles, and cool, cool beads. Eliot, T.S., probably didn't have quite these items in mind, but he did have the lost stick of dynamite clearly about him at Wasteland time.

North American history is the story of a dynamic surging vitality in every sphere of human activity. Has opportunity as the best security let us down? Or have we failed to meet the challenge of the pace it set.

Education and educators are plagued with demands to establish (or return) to a static, colorless pattern . . . the good old daze . . . at the very time when every energetic idea needs to be exploited in an energetic atmosphere. Progress seems to be the order of the day, change the yardstick . . . yet these are suspect in the hands of educators determined to increase the vitality of their fields of learning.

Education is never a product; it is always a becoming . . . a truly educated person is one who is constantly learning. The whole process involved is a denial of the static, the unimaginative, the stereotype. Education must preserve life. It too must grow.

PANEL DISCUSSION

"Class Education or Mass Education"

British - North American Universities

MODERATOR: Dean Geoffrey C. Andrew

PANELISTS: Dean Neville V. Scarfe
Dr. C. A. McDowell
Dr. C. Verner Collie
Prof. A. Earle Birney

Under the auspices of the VANCOUVER INSTITUTE
Saturday, 12 March, 8:15 p.m. Room 106 Buchan

OPEN TO PUBLIC ..... NO CHARGE

THE SYMBOL

JOSEPH KATZ
Professor of Education

The theme for this year's Education Week is significant for all Canadians. It is especially significant for the student enrolled in the University. This significance derives on the one hand from the potential of the student, and on the other from the promise of the University. Together they represent the future.

The potential of a student is to be found in his attitude toward those values which constitute the ethic of a university. To value truth, beauty, perseverance, precision, curiosity, independence, and the community of fellowship in work and play is to recognize this ethic. The student who elects to become a member of the university community says in effect, that he is able and willing to subscribe to this ethic for the present and for the future, in his own behalf, and on behalf of the community at large.

The promise of the university for the student — as for the community — derives from the nature of the university. A university may be defined as a community of scholars dedicated to teaching, research, and service, all three of which are concerned with preserving, promoting, discovering, and presenting what in essence is the ethic of its community. To this end the university holds in escrow for those students who wish to lay claim to their intellectual birthright those ideas and ideals which time and title have established over the years.

The routine requirements of a university in respect of essays, assignments, exercises, examinations, term papers, lecture hours, degrees, and the like, all concerned with ideas and ideals, are but symbols of the underlying ethic which constitutes the ultimate goal of the student and the university. This ethic can only be effective as a foundation for the future in so far as it makes its impact on students whose attitudes towards life, leisure, and labour are shaped by it.

EDUCATION AND HUMAN RESOURCES

(Continued from Page 1)

at universities preparing themselves. The growth of human knowledge over the past four or five decades has been outstanding and unparalleled in history. And yet, vast new fields of human endeavour now only imagined by small groups of specialists will open up within our own lifetime, and they in turn will make their own demands on our reserves of trained men and women. There is then a basic and ever growing demand by society for the products of our universities which we cannot avoid if we are to continue living at our present level and in the kind of world we have fashioned for ourselves.

Man's Creative Genius

We can and must make the best possible use of our human resources. The material wealth of this land, together with enlightened legislation, can assure for every Canadian that level of training which will best suit him for an appropriate place in society and which will at the same time permit him to attain the richest and fullest expression of himself as a man. Each individual has certain mental and emotional needs which require satisfaction if he is to be happy, successful and stable human being. Man's creative genius has put at our disposal large numbers of ingenious machines which have set us free from much of the hard physical toil, and for the first time in history, we can, if we will, devote a large part of our time to cultivating the mind. The new leisure should permit every citizen to seek out new pleasures and satisfactions of the mind, to discover his own essence and dignity as a man, and finally to attain to levels never dreamed possible.

The Privileged Experience

For those who make the choice, our universities can offer an atmosphere where for four or more years the student may devote himself mainly to entending and expanding his knowledge of the physical and mental world. Through association with highly trained and dedicated teachers, he can stretch his imagination, put his ideas to the test, and grow both intellectually and morally. This is a privileged experience, the value of which can be known only to those who have enjoyed it. It quickens one's taste for living, enriches every relationship, deepens every sensitivity, and throughout life offers a source of pleasure and satisfaction to which one can return again and again.

"The school board sends their compliments, Miss Plimley . . . and agrees that the public IS demanding better standards in Science teaching . . . however, they humbly suggest we leave ROCKETRY to an institution of somewhat higher learning."

Nation of Weaklings?

Why should physical education be included in our high school curriculum? Since the recent viewing of an "Educational Expert" on the local television channel many questions have been posed as to the value of such a course. Some of the standard questions bantered about are: "We have little enough time in our short school day for the academic subjects so why not do away with such frills as physical education?" or "Do you know the cost of building and equipping one gymnasium?

Have we no time for preventative medicine? Today's society spends millions of dollars annually on resarch in an attempt to defeat diseases which affect our communities. Evidence indicates that the physically fit individual is less susceptible to many common diseases. And still many people are not willing to provide two hours per seven day school week for directed instruction in physical activity and the development of a general and specific level of fitness! Prince Philip recently sommented: "nearly half the younger population is already in a state of sub-health. The root of this problem lies in the state of the physical fitness of the young generations and therefore in the physical education of the children."

Prince Philip went on to say that there is a connection between emotional stability, low physical efficiency, and delinquency. It is not necessary to quote research to point out the value of physical activity in the reduction of nervous tensions or strains. Perhaps if more men were to vent their anxieties on a speed bag instead of their wives these problems could be reduced. (Not the problem of having a wife but that of having excessive tensions.) The problems of mental health and nervous tensions are more acute now than ever before. It is increasingly prevalent among children and adolescents. Through a varied and interesting program students find recreational activity that they can enjoy, and can participate in after leaving school.

The P.E. program has to do with the social tspect of the individual. While such cliches as "play the game," "pull with the team," are suspect **in our herd-conscious society,** they do express the fundamental ideas of teamwork and the citizenship of playing by the rules. Physical education, more than any other single school subject, allows for personal achievement, and for sport is the height of their achievements. The fellowship one recives from being part of a team with common objectives is an exhilaratiing feeling frequently provided in the gymnasium.

We do not propose that physical education is an end in itself. Physical education should be considered as a means that will enable a person, by virtue of a healthy body and a high energy level, to meet the stress of everyday demands and still have a reserve of energy. A person with this reserve is more likely to achieve his ultimate goals, regardless of what these goals may be, than a person in poor physical condition.

The basic role of physical education is to develop a general and specific level of physical fitness in the individual, to develop in students a desire to participate in wholesome activities, and to provide for many an effective means of combatting nervous tension. The alternative is a nation of weaklings.

OF MEN and MUSCLE

MEN'S INTRAMURALS

This year Education is making a much better showing in Men's Intramurals than has been the case in previous years. This has been due mainly to the efforts of George Zebroff, our Men's sports representative, and the students of the faculty as a whole.

VOLLEYBALL EDGED IN SEMI-FINALS

Education made a very successful showing in Volleyball during the first term, as the Teacher Training team marched as far as the semi-finals before being edged out of competition. Congratulations should go to: Larry Grant (capt.), Gerry Glassford, Ed Downing, Wally Russell, Laurie Tuttle and Bill Blackaby who made such a good showing in competition.

INCREASED PARTICIPATION

During the second term Education has been well-represented in all intramural activities, with an encouraging increase in participation. Teams have been entered in almost every sport, and if anyone is interested in these activities please check the Men's Intramural Board for Information.

Special mention should be given Gene Ogino, who finished 6th in the Badminton singles, Gene deserves applause for his sincere efforts to represent the Education Faculty in all intramural activity. This is the kind of faculty loyalty that Education needs.

THE PEDAGOGUES

The Education Undergraduate Society has a team entered in the Vancouver and District Men's Grasshockey League. This team, known as "The Pedagogues," is coached by Don Carter, a student in Education. This is only the second year that this team has competed against top Vancouver teams, and has thus far had a very successful season.

CLASSIFIED

TEACHERS WANTED

We have any position open to any teacher, though we must insist that applicants be alive, and reasonably warm.

School—Air-conditioned, automatic equipment throughout. All teachers have two secretaries, one for morning, and another. Hours are from 10 a.m. to 2 p.m., but these are flexible should top skiing conditions prevail.

Conditions — Should these rather stringent rules cause doubt in the minds of applicants — we hasten to assure all teachers that we would welcome suggestions for improving conditions here. Last year we had one excellent teacher who has decided to remain with us, because he enjoyed a new idea of the Board's. We paid for a Staff Holiday in Hawaii over Christmas and Easter vacations.

Applications — Just send us your name and the social activities you are interested in. If you desire a stipend under $10,000 per annum, for income tax purposes of course, please state.

We have reason to hope that teachers will enjoy BEAR SCRATCH, smack in the centre of little old B. C.

ACCOMMODATION REQUIRED

Teacher (new) seeks bachelor accommodation suited to one in the profession. Modest, three-bedroom apartment, (penthouse pref.), decorated in subtle tones conducive to reflection. View of mountains essential. Sea-frontage considered if water and beach private. No objection to other tenants if they are interested in philosophical discussions and do not live beyond their means.

This is URGENT. Send brochure and two references to:—
J. D. TERMIND,
B.A., M.Ed., D. Paed. (Bar),
Acadia Heights, Room 404
(left attic)
NOTE:—(Wires sent Collect not accepted at this time).

PERSONAL

TEACHER, attractive, experienced (six years training) — wishes to strike up acquaintance of recent graduate in pedagogy. Week-end get-togethers, talks, etc. Object: Marking.

THE NEWEST IN TEACHING AIDS

Make your class a living experience never to be forgotten!

You, yes YOU, Mr. and Mrs. Teacher, can now, as never before, motivate your pupils as they **never before** been motivated! **Mass Media Incorporated** now places the simplest and most effective teaching aid in the classroom, with free demonstration, at a low, low price.

"T. V. FRAME"

Portable, light, plastic frame, 17" or 21". Handle attachment allows the teacher to carry this frame about the room with ease. Make the scene as nearly like that of a home TV room as possible. Achieve a life situation. Merely hold the frame so that your face appears 'live' to the pupils. Testamonials in abundance rave about this simple device. Shelley Berman claims he wouldn't be seen without it!!!

Order one through your School Board — N-O-W — and avoid those "first few days you dread so much." You'll be sorry if you don't get one — George got one — be in line.! ! ! ? ? ? ?

AMAZONS GET BRONZE

Intramurals aren't the Olympics, but if they were, The Amazons from Ed get the bronze trophy. And it isn't from lack of trying that we missed the gold. Our teams were in every sport except skiing, and sometimes we entered as many as three teams . . . we love basketball!

Since we didn't come out right on top, here is our big reason: practice teaching. This is a more than mild form of exercise, mental and physical, but our team sports were tricky when it came to fielding our first teams . . . You're right again, reader, you haven't seen us at our best yet. Swimming provided the biggest wins. At present we have a team in the badminton playoffs, with Golf and Track and Field coming up.

As an example of the really tough breaks, we lost a high-scoring basketball game to "a sorority" by the score of 7-6. When it's your second and third string out there giving their all, what's a free throw here and there? (A: The game!)

But beware. We are very strong going into the remaining events, with nothing to worry about except exams, usual essays, and jobs. We are in fine mental shape, ready for the final surge. Barb Whedder, our Sports Rep, has the girls all keen and hungry for victory on the fields of U.B.C.

(P.S.: Girls . . . anyone interested in entering any Track and Field event, sign up on the Notice Board outside Room 117).

LET'S GO . . . EDUCATION!

Memo to Frosh

It has yet to be announced, Frosh, but wait for it! We are informed that Dr. MacIntosh has been asked to deliver another speech . . . sequel to "Why are they here?" To be given sometime in early October, the speech will be on the general topic, again in the form of a question: "Where are they?"

If Frosh should need it (and we are doubtful), herewith reminder of mortality rates in first year anything. To all red-blooded bonvivants about campus, there's always the Summer School, which, recognizing the special situation of freshmen, offers a short course in Oblique Sociometrics. This is prerequisite for field work among fugitives from the law of averages, and for computation of incidence of Sporadic E in group dynamics.

EDUCATION FORMAL

HAIDA KIMTAH

MARCH 10 — 9-1

at the Commodore

at the COMMODORE

$3.50 per couple

Tickets on sale now at Education Building

Tickets on sale now in Education Building

SCOOP

SIKORA SWINGS AT SPRING FLING

SPONSORED BY THE A.M.S. THIS TRIPLE-EVENT AFFAIR WILL FEATURE

★ A Spaghetti Dinner in Brock
★ A Revue of Student Talent on Campus
★ Ray Sikora's 16-piece orchestra in Brock
★ Three events for $1.25 per person
★ Tickets on sale in A.M.S. Thursday
★ The Date:

FRIDAY, MARCH 18