

Election Day
Feb. 25



POLLS
Arts & Science, Engineering, Law, Commerce and Nursing Science must vote between 9 a.m. and 6 p.m. at the men's residence; Dentistry, Pharmacy, Nursing Science and the first two years of Medicine, between 8:30 a.m. and 5:30 p.m. in the main hall, first floor, of the Forrest Building; the last three years of Medicine, between 11:45 a.m. and 1:15 p.m. in the basement of the V.G., next to the cloakroom.

NFCUS Conference Scored A Success

By GREGOR MURRAY

Sunday afternoon saw the completion of a highly successful NFCUS Regional Conference which was held over the weekend at St. Mary's University. Nine of the ten NFCUS affiliated universities in the Atlantic Region were in attendance (delegates from Memorial University were unable to attend) as well as observers from Mount Saint Vincent College, Xavier Junior College, and Sacred Heart University, Chatham, New Brunswick.

Judging from the reports which were submitted by the NFCUS Chairman from the other Maritime universities, interest in and support of NFCUS and its functions is on the upswing all over the Atlantic region. The reports, as submitted, were generally encouraging, though it is evident that the committees in some universities could be doing quite a bit more in promoting NFCUS.

Skipping through the agenda of the conference, one may note the wide variety of topics discussed. Things got under way with a report from Wally Taropolsky, NFCUS National President, which dealt primarily with an account of his nationwide visits to the various university campi. Ed Harris, vice-president for National Affairs, gave a report in which he mentioned the possibility of the creation of a NFCUS-sponsored national university newspaper. This publication would be a single sheet affair and would contain news of interest to students at all member-universities of the Federation. A motion of interest which rose out of Ed's report was one to the effect that NFCUS should support national playdowns in university athletics, under the financial sponsorship of some major industrial concern.

The Regional President, Pat Fownes of Dalhousie, gave her report on what has been a most successful year for NFCUS here in the Maritimes, and it was decided to make some changes in the Regional administrative setup in order to lighten the president's load. The conference also decided to put in their own nomination for the position of regional president, as well as any which might be made at the National conference. This year's nominee is Miles Mills, a third year Commerce student at St. F.X., who has been active in NFCUS throughout this college career.

Of interest to Dal students is the Dal Committees' acceptance of a mandate to approach the provincial government and find that body's opinion concerning the possibilities of government-sponsored summer schools to promote bi-lingualism in Canada. It is also worthy of note that Dalhousie, as well as having one of the best NFCUS committees in Canada, has been cited as having a discount service which is second to none throughout Canada.

Football Coach To Atlantic City

A proposal to send assistant coach Reg Cluney to Atlantic City, to attend a football clinic on March 3, was passed by the Student Council at their last meeting, pending formal application and approval by DAAC.

Antigone

Attention Populace!

All citizens and slaves (students) are invited to attend Sophocles' "Antigone", Feb. 24 and 25, at 8:15 p.m., in the auditorium of the School for the Blind, inaugurating Classics Week on Dalhousie campus, Feb. 24 to March 1.

Dr. M. A. Usmiani of the Classics Department, producer and director of the Greek tragedy, feels that a student cast is appropriate for this production because Sophocles originally intended his play to be performed by amateur actors.

The poet himself generally played the lead, trained the cast and the chorus, and composed his own music.

Music for the harp and flute is being composed by Dr. C. L. Lambertson of King's, who created the music for "Oedipus Rex" last year's production by the Classics Department. Harpist Elyze Yockey of the Halifax Symphony and flutist Teum Nordeneer of RCA Artillery Band will perform.

Costumes are traditional. Because of the restrictions of an indoor stage, the actors will not wear masks.

The scene is laid before the palace at Thebes, on the morning after the repulse of the Argives. Creon, King of Thebes, played by Alan Roper of London, England, publishes the edict that none shall give burial to the corpse of Polynices on pain of death. The body of the invader is to remain in ignominy while of his brother, Eteocles, defender of the city, is to be buried honourably.

Antigone, sister of the two dead men, played by Valerie Colgan, performs the burial rite and is hailed before Creon. She insists that his edict cannot annul the unwritten primaeval laws of heaven.

The conflict is between these two passionately held principles, each partly justifiable. Antigone represents the family or individual conscience; Creon, the law. Ismene will be played by Allana MacLeod, and Haemon by John Chambers. Other members of the cast include Roy Kimball, John Wright, David MacDonald and Sandra Frederick. James Goring will be leader of the chorus of 10 students.

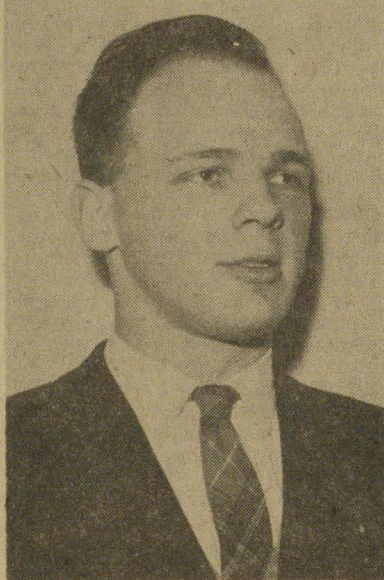
Throughout Classics Week there will be an exposition of classical reproductions and pictures. This will be held in the Art Room of the Arts and Administration Building. Both the exposition and the performances of "Antigone" are free to the populace.

Matheson And Willis Seek Council Presidency

by MARY SHEPPARD

With campus elections drawing close, nomination have been made for executive positions. The most important posts to be filled are those of President and Vice-President of the Council of Students. Dave Matheson and Bruce Willis are contesting the presidency while Joan Herman and Nigel Gray are competing for the vice-presidency.

For Council President



Bruce Willis

—Photo by Thomas

For Vice-President



Nigel Gray

Dave Matheson, this year's Vice-President, is running with Joan Herman. A forth-year Commerce student, Dave has been very active about the campus in Dalcom, varsity basketball and track, and has worked on the Gazette. He has also been his class president for three years, and plans to enter Law School next fall.

Joan has also been very active on our campus, being a representative on the Council, and a member of the D.G.A.C. executive and the Delta Gamma Executive. She is a second year Science student and has participated in cheerleading, Dal revue and has worked on the Gazette. Last year Joan was the recipient of the Pan-Hellenic Award

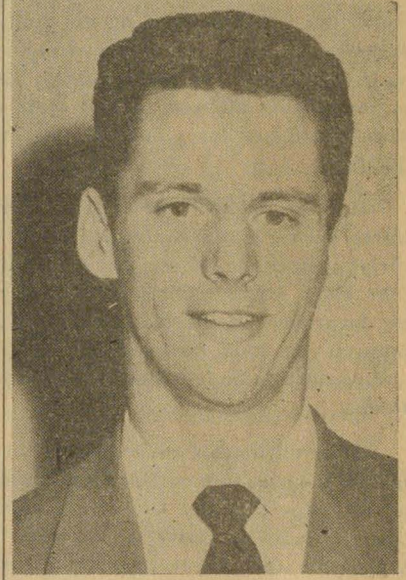
A few main proposals outlined in their platform are. Immediate action and co-operation on and understanding of Forrest Campus problems, immediate action on Student Union Building proposals, obtaining more time for students in their own rink, better understanding of student problems by the university through the Advisory Committee, and the formation of an Honor Key Society.

Bruce Willis and Nigel Gray have also teamed up for these elections. Bruce is a first year Law student, receiving his Commerce Degree this spring. He has been an active member of Dalcom, worked on the Gazette and was head of the Liberal Party last year. Bruce was also Co-Editor of Pharos last year and has been very active in cheerleading.

Nigel is working toward a Science Degree, majoring in geology. He is an active member of the Dawson Club (geology), and has participated in varsity football and several revues since coming to Dal.

In their platform, several principal points were put forth—endorsement of NFCUS and Government scholarships and loan funds to students, more advantageous use of rink facilities, survey of the constitutions of student organizations to bring them up to date, and allocation of a certain amount of Med's Council fees to the Med Society for their use in promoting activities on Forrest Campus.

For Council President



Dave Matheson

For Vice-President



Joan Herman

Sophomores Sponsor Pandemonium

Thursday, February 20, is the date set for the Sophomore class party. All Sophs will be gathering in the East Common Room of the Men's Residence from 9 until 1, to participate in this evenings unique entertainment.

The committee in charge has selected what it believes to be the

most appropriate theme for the illustrious Sophs-Pandemonium. Amidst raging flames and sulfurous fumes there will be dancing and special "scorching" entertainment, including contributions by a jazz group and a superior presentation of "Romeo and Juliet", the text of which has been duly revised and improved

by several eminent scholars especially for the occasion. Refreshments will be served. To top the evening's gala entertainment, the Sophomore queen will be crowned.

Those in charge of preparations are George Martell, Wally Turnbull, Lorraine Laurence, Elliot Sutherland and Diane Sperry.



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that is a university

This week the Gazette devotes its issue to a commodity, education, in which, it is suspected, there is considerable interest at its source: a University.

If we were asked to describe as unidealistically and popularly as we could (as befits a child of the 20th century), what a University was supposed to be, we should draw our answer from its modern designation as a producer of necessary skills. This implies the assemblage of raw material from all part in one spot. Else, how will you find stuff to satisfy society's every desire? Else, how can there be any efficient production?

It is no wonder, then, that in the metropolitan press there have lately been reports containing dark forebodings of "imminent" professorial migrations. It seems clear that we are again being compelled to take stern account of the fact that there is a great world beyond the St. Lawrence. Montreal's and Toronto's hoary voices are heard once more, in the long darkness of the Nova Scotian night, croaking of light and warmth to be felt thousands of miles away from our blustery Atlantic shores.

After all, is this concentration in the centre not what efficiency demands for cheapest cost per unit production? And are we not being told on all sides that the University must produce more graduates? In its basic form, a University is considered a producer of experts of every kind, a place for the preparation of the best possible brains to be distributed, by means of marketing, through a wide extent of country.

There is nothing exalted or useless in the idea thus presented to us: and if this be a University, then a University does but contemplate a necessity of our nation. Production is one of the great occupations of human society, carried on partly with great ends in view, and partly not. One generation provides the material basis for the comfort of another; and the existing generation is ever making and re-making in the interests of its own material welfare.

In this process, books, that is, *litera non profunda sed utiles*, are one special instrument. It may be asked, what more is needed? There, it may be urged, is sufficient protection from the ordeal of original thought. But, if we wish to become useful and fully trained in any practical art which is intricate and complex, we must consult the living man and imitate his vital skills.

This principle is so obvious, that we should think it tiresome to go into the subject, except that one or two illustrations may serve to explain our own language about it. We admit we have not been in Mock Parliament, any more than we have figured in the beau monde of the coffee-house; yet we cannot but think that social acceptability is achieved, not by books, but in such places.

As regards development of character, we find a remarkable instance of the principle which we are illustrating, in the football matches. Such gatherings would to many appear at first sight simply preposterous. Character is nurtured through dicta and through percepts. Yet on a closer attention to the subject, it is found that not even character development can dispense with the instruction, the stimulus, the intercourse with mankind on a large scale, which football games secure. A fine time of year is chosen, when the term is short, society is sparkling, the Gazette appears anew, and all nature rejoices.

Such meetings are but periodical, and only partially represent the idea of a University. The bustle and whirl which are their usual concomitants suit well, however the pattern of socialized education. We desiderate means of instruction which involve no erosion of established standards.

But we have said more than enough. We end as we began: a University is suspected to be a place of concourse, wither students come from every quarter to be produced. It is a seat of progress, a light of science, a minister to material aspirations. It is a great deal more, and demands a somewhat clearer eye to describe it well.

—colunchill.

editorial comment

make good use

(The Financial Post)

The recent DBS Survey of Higher Education in Canada reveals that only 7.3% of our total college-age population is actually in college. Many Canadians are seeking ways to increase that proportion; to see that more young people reach university.

This concern with volume obscures a much more important question: are the 7.3% of young Canadians who reach college the right ones? Could the lecture rooms and laboratories be put to better use by a quite different group of college-age Canadians? One experienced professor suggests that of the students now in universities probably less than a third have the intellectual capacity for serious scholarship, and of these only one half really know what they are doing and are willing to work hard.

Russian education has been criticized because it is concentrated on the few. Only a minority of students reach university; the rest leave school at 14. The minority is an intellectual elite, admitted to university because of proven capacity and kept in university only as long as they are willing to work. This, say American critics, is undemocratic.

The Russians do a great many things that are undemocratic. But screening of university admissions isn't one of them. Nowhere in the literature of liberalism and democracy is there a line that says a B.A. degree or its equivalent is the inalienable right of every citizen.

In no other field is it regarded as unworthy to select the top performers for special treatment. It would be unthinkable for every Canadian boy to expect to play NHL hockey. Obviously, only a few have the skill and stamina to merit such an opportunity. No one supposes that every child who can thump a few notes on the piano should one day graduate from the Royal Academy of Music. Only the universities, it seems, are expected to open their doors to everyone who has the price of tuition.

There's not much doubt that Canadian university facilities need expanding, especially in some fields. But along with the expansion — preferably ahead of it — should come some real attention to the problem of seeing to it that our scarce facilities for higher learning are used by the Canadians who can make good use of the experience and contribute suitably to the community as a result.

concern

(The Vancouver Sun)

Financing the present program and expected expansion of Canadian universities, although presenting serious problems, is not the major difficulty facing Canadian education today. The fundamental concern of Canadians must be this: How can we lure three to five times as many young people in proportion to our population into taking advanced training?

The facts of the case were clearly stated recently by concerned officials. In Vancouver, Otto Fisher, education expert of the Defence Research Board, and in Ottawa, E. P. Sheffield, of the Dominion Bureau of Statistics, each told half the story.

Mr. Fisher told the Chemical Institute of Canada that by 1960 Russia will be training five times as many civilian scientists and engineers as Canada, in proportion to population. Russia at the moment has 614 students in her engineering and medical schools for every 100,000 of her population. Canada has 494.

Mr. Sheffield told the National Conference of Canadian Universities the U. S. enrollment for 1953 - 54 was 23.3 percent of the college age population, compared with Canada's 7.3 percent. That is, the U. S. has proportionally three times our student population.

We must always remember that Russia is concentrating with almost frightening singleness of purpose on scientists and technicians, neglecting the arts and humanities that in the long run have such a tremendous role to play in any civilization. But that does not explain away our poor showing with regard to the United States. Nor does it account for the seriousness with which the U. S. regards the picture. How much more concerned should Canada be?

the reason why

(The Toronto Varsity)

The reason for the West's lag behind Russia in education is this: we've got too much democracy in our classrooms. The problem became even more evident when the United States office of education released a study of Soviet schools.

In public and high school, the report shows, Russian kids work harder, longer, and tackle more difficult subjects and don't play as much time away. Emphasis is on hard knowledge rather than on progressive education, doing as one likes, and sparing the child's sensitivities. The main stream of Soviet

education leads to the universities. Teachers more highly trained than here, occupy a high prestige position among Soviet workers.

But what continues to happen in North American schools? Teachers are underpaid, undertrained and unappreciated. Youngsters learn their abc's in third grade, because educators don't consider them ready for anything but "word recognition" before that time. As a result they may never learn to spell, and at the age of eight or nine can't understand the words in street signs, comic-books or newspapers.

Youngsters are taught to compute by rote during a ten-year period, before beginning to touch on the real stimulation of speculative mathematics. Their teaching in geometry, for instance, ignores 100 years of recent theorizing.

All these factors bring students to university who can't read intelligently, can't piece together a sentence, can't think for themselves, can't act maturely and aren't interested in learning for themselves.

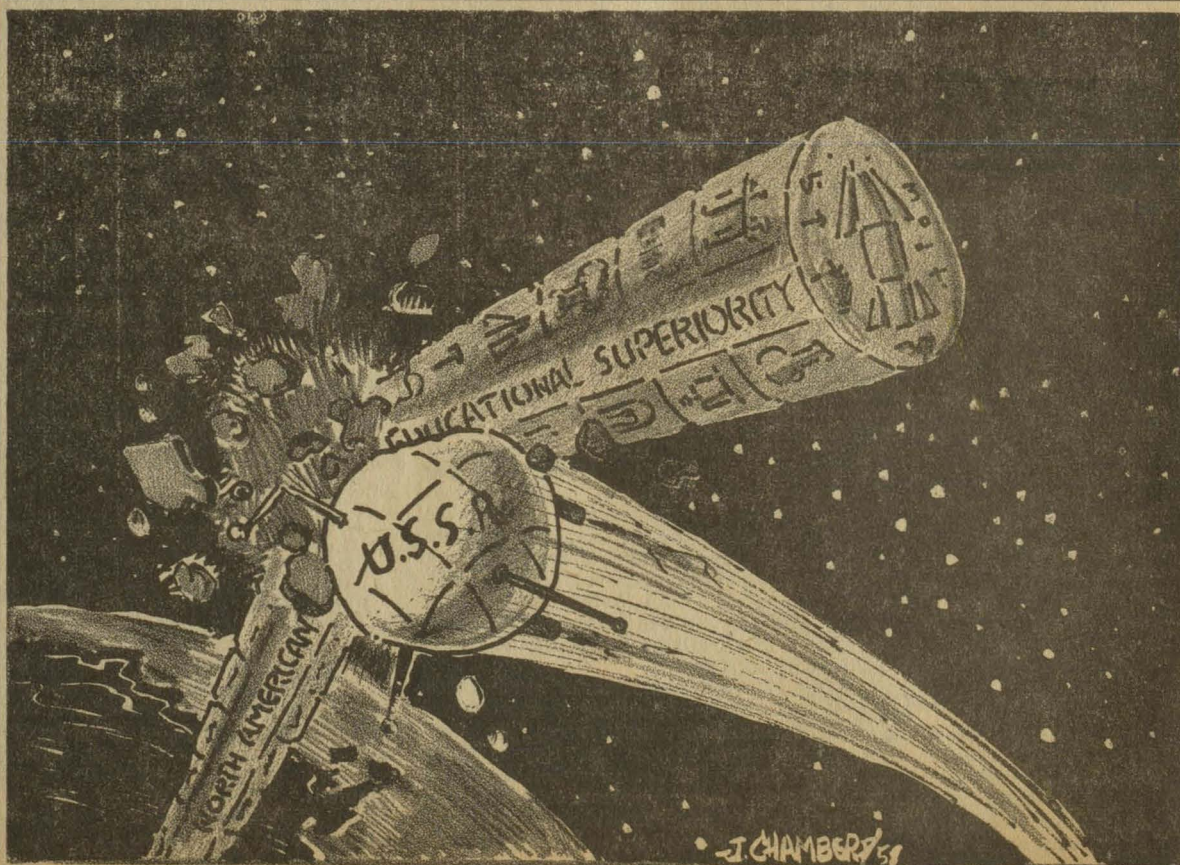
In a vicious circle, this failure has brought us a teacher shortage and a superfluity of poorly-qualified teachers. In the current crisis with Russia we see how our science and mathematics have fallen because pupils have blissfully followed their immature minds into the easiest courses possible. Our children are suffering and the ideals of our society are suffering because of the failure of democracy in education.

Where are the answers? How can we produce an intelligent population with understanding of freedom and a willingness to think for itself?

The first answer must be found at age 5, when British pupils enter school. Start our North American children in school then too. Give them the challenge of learning at that early age and don't be afraid it will warp their tiny sensitivities.

Cut out the "do-as-you-like, let's talk this over" attitudes in our present educational systems. Start pupils learning to read, at age 5, by showing them the mechanical basis of our language, the alphabet. Step up the concentration of material to learn in our schools, as the Russians have done. Finally, cut out the emphasis on social adjustment in our schools. People adjust to each other by living, studying and playing together. Learning is the aim of our schools, and if this is kept in mind, social adjustment will come incidentally.

Democracy and progressivism in education can be applied when students are mature enough to benefit by them, in university. What we've forgotten, and what we need to get back to, is straight learning.



"...we are not able to read or write."

A student in a large second-year class in English once remarked to the instructor: "Of course the trouble with most of us is that we are not able to read or write". This student was at least average in ability and training and unusual only in that he was trying to overcome his difficulties by learning to read and write for himself.

One reason for these difficulties was shown a few years ago by a newspaper cartoon depicting a schoolboy entering the lowest grade between two pillars, far out-topping himself, that were built from the text-books on which he would be examined before he was "passed" out of the High School. If he were to read all of these books he would acquire some habits of study and some systematic information, even though little might be added to his pleasure in reading or to his skill in writing. Normally he would have so little time or inclination for reading that even his oversimplified text-books must be reduced to summaries, notes, or disconnected underlined phrases with which to parry questions in an examination without having an opportu-



by

C. L. Bennet

Dean of the Faculty
of Graduate Studies
and Vice-President
of the University

ity, or at best any encouragement, to understand the answers or express them in his own words.

A school inspector asked members of a High School class what they would expect to find if they sank a shaft far below the surface of the earth. They made no response. He proceeded with further questions that did everything but put answers into their mouths. Still no response. Then the teacher put the question in the words of the book: "What is the state of the interior of the earth?" And with one voice

the entire class repeated "The interior of the earth is in a state of igneous fusion". Neither reading nor writing, in any proper sense of either word, is required for such an answer; but there are places where any other might lose marks.

This technique — which is not always easy to detect — may be continued in the University. Lack of understanding is sometimes made evident by the misuse of words and by incomplete or self-contradictory sentences. How far can it be assumed that a statement is understood if it is reproduced in the more or less exact words of the text-book or the note-book? There is a place for accurate memory-work; and more of it, if it is thorough, would be useful and welcome. A more serious problem is that of the student who could read with profit and write with intelligence if he were not handicapped for want of the working vocabulary that is supplied by active and intelligent reading, and re-

quired for independent and intelligent writing. Some of the more enlightening ideas that have been gathered from run-of-the-mill examinations were suggested—they could not be adequately expressed—in the language of the comic-strips, the bleachers, and the B-grade Westerns. They would be worth hearing if they did not, like the schoolboy's voice, have a rough passage out. When a student writes that Milton's "Nativity Ode" is "a bit too frilly", has he more or less understanding than most of those who repeat the text-book and say that it is "baroque"?

By a most pertinent coincidence a colleague called at this point to ask why some of this week's papers showed better thinking and worse writing than usual, and why so many others were missing. These questions are related to each other and to this discussion. Students had been asked to do more reading and writing for themselves. They knew what they had to do, but it was not done for them. Some practised writers had an unaccustomed struggle, but came through it well; those who prompted the question were students in science and engineering who come to grips with the current assignment and were lacking only in fluency and vocabulary to master it. They recalled a student from the same field of studies who was asked to compare two of Shakespeare's character as "dupes". The paper was slightly blurred; he read the word as "dopes" and wrote his best answer. Other concessions to his limited vocabulary might have brought him a pass.

This is not to suggest that academic language should be

changed from abstract jargon to slack or smart colloquialism. Wise-cracks are not better than gobbledygook. Any such tendency should be reversed by regular practice in intelligent and independent reading and writing. To this end it is necessary to follow a few principles that are easy to state but not, under present conditions, quite so easy to apply. **First**, there should be more reading of great writers not as an assigned task but for self-improvement and for pleasure. An accurate report on the chosen reading of our school and college students would be informative and possibly disturbing. **Second**, the reader should be encouraged to rise to the level of his author and not insulted with a diluted version reduced to the level of the laziest reader. **Third**, since writing is developed by practice, and the kind of writing by the kind of practice, students should be encouraged to say what they have to say, as well as to repeat what someone else has said for them. If a student's progress and success are judged almost exclusively in "written" subjects by his ability to reproduce the maximum of information in the minimum of time he cannot be blamed if he develops that kind of writing at the expense of any other. **Finally**, we must show respect for our own language, both by making our own best use of it, and by recognizing the genius and the sacrifice of the great writers who have used it best. Here reading and writing come most closely together: if we have learned how to read, we have learned also by example that if we have anything to say we owe it both to ourselves and to others to say it as well as we can.

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The Registrar
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Soviet versus American

(Christian Science Monitor)

Shortly before Hitler occupied The Sudetenland a cultured, traveled, freedom-loving American college teacher returned from a summer in Germany, wearing one of those semi-military caps of Nazi youth organizations. He explained the cap reminded him of the sturdy, serious boys marching together with disciplined precision. He was soon disillusioned.

Americans, suddenly awakened by the sputniks to the fact that they are lagging in technical training behind the Soviet Union, are in some danger of being beguiled also by the little schoolboy cap, Kremlin style. The recent report by the United States Office of Education, "Education in the U.S.S.R." should disillusion them.

The essence of this report could be summed up this way: The Soviet educational system has its roots in a political and social system the very antithesis of the American. Therefore it is futile to compare the two school systems or needless to ask whether one should be abandoned for the other. In the Soviet system

"the goal of education is to meet the needs of the state"; in the American "the goal of education is the development of each person as an individual with freedom and with opportunity to choose his life's work in his best interests." But from methods operating within the Soviet system there is much that perhaps, Americans can learn.

"Perhaps" because in Soviet methods there are disciplines which the state can demand of its people. Such disciplines in the United States the people must demand of themselves or they cannot expect them of their schools. It is not simply that Soviet youngsters go to school six days a week and receive systematic instruction in the "exact" sciences from an early age. It is not simply that fewer American youngsters are being trained in the "tougher" subjects. It is the index these figures give to the fact that in the American atmosphere there has been a growing tendency to decline the challenge and seek the easier way.

Turning to the other half of the educational picture: Soviet teachers

are thoroughly trained. There are more of them — one to 17 pupils, compared to one to 27 in the United States. True, many may have been assigned to pedagogical training who did not choose it, but they are well rewarded by both pay and social status.

Perhaps the critical defect in Soviet method is that pupils are expected to listen attentively, accept, and repeat—not to explore points of view other than the doctrinal orthodox.

But the Soviet scholars whose researchers have led to space satellites and rockets have certainly been permitted such thinking within the limits of their fields. And any experienced American teacher knows that a great deal of youthful speculating and wondering lacks a base of elementary knowledge acquired by listening and repeating.

Clearly there is much in the firmer demands and the thoroughness in Soviet method that American education can make use of with profit and without doing violence to traditions of freedom.

A Liberal Education

by Henry D. Hicks, Q.C., M.L.A.

We have heard a great deal in the post-war years about "our changing society," the "challenge to our systems of education," the "need for technical and scientific education to keep pace in the free world" and so forth. During the last few months this latter need has been dramatically demonstrated by Russian scientific achievements, and perhaps has won a measure of support and understanding not apparent to the general public only a few years ago. These clichés (for such they are in danger of becoming) of course express a large measure of truth.

It is obvious to anyone who reflects upon it that even our smallest communities today need many more persons with additional "edu-

cation" or technical and scientific training than was the case a generation or two ago. We must have motor mechanics, electricians, radio and television servicemen, and a host of others with special training, to maintain the gadgets which seem so necessary to living in the present generation. On a larger scale, those engaged in national defence, in the great industries and in the field of transportation—by air, sea and land—require a much more highly developed and specialized "education" or training.

In today's industrial society the lack of sufficient engineers is quickly made manifest and is understood by all. Educators are necessarily and properly concerned with the techniques of training future citizens to perform the many specialized tasks which are necessary in modern society. Learned studies have been undertaken and research projects initiated to determine when it is best to separate the various classes of specialists from the stream of general education and to commence their training to perform

particular or specialized skills. It may very well be that there is little difference in principle between the student who stops at the end of Grade IX and takes a course in some practical trade or vocation; the student who completes High School and begins at once the study of engineering; and the student who completes his Arts Degree and takes further preparation for law or medicine.

I think the immediate urgency of these problems will ensure that sufficient attention is directed to them by educators and officials charged with the responsibility of our educational systems. The fact that most citizens in the free world believe today that Russia has gained a lead in certain scientific fields, for example, will bring about increased activity in these fields by the free nations.

I am well aware of the need for this specialized training or education and realize that it must continue and improve in its techniques from generation to generation.

Nevertheless, the real challenge to the free world is still not one that can be resolved into a multitude of technical problems. Representative democratic government requires more of individual citizens than does a totalitarian system, and this additional requirement is not one that will be met merely by increased specialization and technical education. In some way or other each specialist must have in his education that which enables him to understand the significance of his work in the larger complex of society.

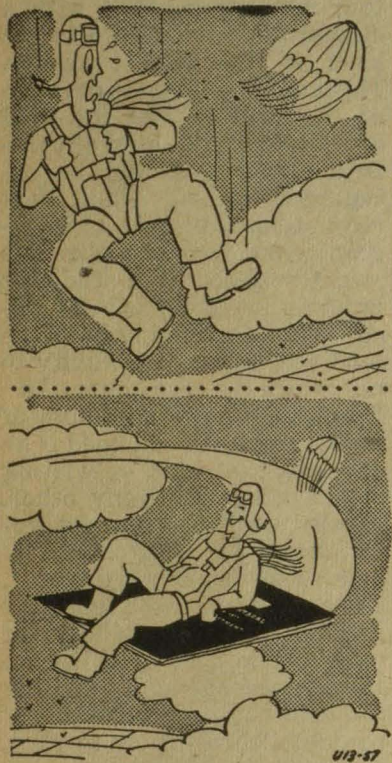
Most of us agree, at least outwardly, that a liberal education—that is, the study of the humanities, the natural sciences, the social sciences, and their relationship one to another—is the best instrument that has been devised for training the mind, elevating the taste and developing the understanding and ideals of the educated citizen. I do not think we should lose sight of these truths even in the more compelling scientific and technical environment of the age of atomic

energy and satellites orbiting the earth.

My plea, therefore, is for the continuing need for educated citizens who understand one another and the larger problems of our environment, without becoming too isolated in the necessary specialization of the 20th century. Perhaps we can all agree with Lord Greene who, in 1947, in an address to the Classical Association in London had this to say:

"A race that knew and cared for nothing but science and its practical application would, if left to itself . . . become as soulless and mechanical as the formulas that it invented and the engines that it created; just as a race that knew and cared for nothing but the humanities would end its life in dreams or in some cloister of the mind."

Surely we must not lose sight of the need to preserve this balance if our social, intellectual, spiritual and moral development is to continue.



The Prohibitive Cost of Higher Education

Last year, NFCUS urged the Dominion Bureau of Statistics to make a nation-wide survey of the income and expenditure of university students. Here are the results of that survey. The results indicate why NFCUS has been advocating a national plan of scholarships for students who have the ability—but not the money—to go to university.

Only 8% of the population of university age students attend Canadian universities. The lowest average among western hemisphere countries enjoying a comparable standard of living. WHY: Prohibitive cost of higher education.

Students on the average spent \$1,215 during the college year according to return from 9,922 students in 28 Canadian universities, and colleges of university grade, 2 junior colleges and 4 classical colleges. On the average, students away from home spent \$200 to \$300 more than those who attended college in their home town. The average amount spent by faculties or groups ranged from \$902 in the Classical Colleges and \$949 in Education to \$1,640 in Law and \$1,734 in faculties of Medicine. Students in Arts and Science spent \$1,126, in Engineering \$1,346 while the Graduate Students spent \$1,620 on the average.

Scholarships, Bursaries, R.O.T.P. and Other Grants

Of the numbers reporting 32 p.c. received some student aid. Of these 22 p.c. received scholarships and bursaries; 6 p.c. received some assistance, directly or indirectly, from National Defence; less than 0.5 p.c. were on leave of absence with pay or part pay and the other 3.5 p.c. received aid, money for service, research grants and other amounts not classified in the above categories.

Among the faculties sampled, the Graduates made the best showing with 61.5 p.c. of their numbers receiving some assistance of whom 40 p.c. received bursaries and scholarships. Law students were at the bottom of the list with 11 p.c. receiving some aid and 7 p.c. receiving scholarships and bursaries.

SCHOLARSHIPS

- 29.4 p.c. of the Graduates sample received scholarships with a median of \$1,000.00.
- 7.2 p.c. of the Classical College received scholarships with a median of \$127.00.
- 13.6 p.c. of the Engineering sample received scholarships with a median of \$288.00.
- 10.5 p.c. of the Medical sample received scholarships with a median of \$320.00.
- 7.0 p.c. of the Law sample received scholarships with a median of \$233.00.
- 17.4 p.c. of the Education sample received scholarships with a median of \$321.00.
- 16.0 p.c. of the Arts & Science sample received scholarships with a median of \$287.00.

BURSARIES

- 12.1 p.c. of the Graduates sample received bursaries with a median of \$759.00.
- 16.0 p.c. of the Classical College sample received bursaries with a median of \$323.00.
- 15.6 p.c. of the Engineering sample received bursaries with a median of \$640.00.

- 15.3 p.c. of the Medicine sample received bursaries with a median of \$871.00.
- 4.2 of the Law sample received bursaries with a median of \$528.00.
- 18.5 p.c. of the Education sample received bursaries with a median of \$348.00.
- 11.3 p.c. of the Arts & Science sample received bursaries with a median of \$380.00.

The Typical Student in the Survey

The typical student completing the form was 20 years of age, single, and in second year. His home was in the university city, or in another city of 30,000 or over some two to three hundred miles away. He lived at home (31 p.c.), in a college dormitory (27 p.c.), or boarded at a private home (22 p.c.), usually less than a mile from the campus. He had 20 or more meals each week at his lodgings and bought few extra meals or lunches.

Some of the interesting data found for the sample were as follows: Of the group 12 p.c. owned automobiles and another 3 p.c. had the use of an automobile some of the time.

- 29 p.c. had brothers or sisters who had attended college previously.
- 20 p.c. had brothers or sisters attending during the current year.
- 38 p.c. had older brothers or sisters who had not attended college and 49 p.c. had younger brothers or sisters not yet of college age.

Of those in attendance 15 p.c. had delayed attendance to earn money. 6 p.c. had withdrawn at one time to earn more money and 3 p.c. had found it necessary to attend only part time for at least one year.

To help pay their way 88 p.c. worked during the summer and averaged \$210 a month, and 22 p.c. had part-time jobs during the regular session which required about 7 hours per week of their time.

To finance their year 59 p.c. received cash donations from their parents, averaging \$553, in addition to room and board; many of the others, among the 31 p.c. who lived at home, received only board, probably laundry and some dry cleaning and such extras as come from being a resident member of a family. 17 p.c. borrowed money from their family, and some others managed with other loans and gifts in addition to scholarships, bursaries and savings, part-time earnings, or, in the case of married students, earnings of their spouse.

Summer savings averaged \$449. Of the faculties, the Graduate Students and students in Medicine and Law fared the best.

The percentage of students who were able to provide for themselves through scholarships, bursaries, and earnings from summer and part-time jobs, varied from faculty to faculty. Considering as independent all who received less than \$100 from their families and friends or from loans it was found that 32 p.c. of the Graduates, 18 p.c. of the Engineers, 15 p.c. of Arts and Science, 12 p.c. in Education, 9 p.c. in Law and 4 p.c. in Medicine paid their way.

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The North American Attitude

Some young people seem to think that, as Walt Disney's grasshopper so clearly expressed it, "the world owes me a livin' ". This infuriates me. Now this fury may merely be the result of advancing age or softening of the brain; in any case I would hope that this attitude is uncommon among Dalhousie students. But it exists, if not in its more vicious form, at least in the milder form of lack of appreciation for conditions as they are in twentieth century Canada. Such an attitude could only have arisen in a wealthy society that sets a high value on material things, such as we have in North America. The son of the Chinese coolie and the son of the Indian peasant know through firsthand experience that "in the sweat of thy brow shalt thou earn bread". But in a complex society like our own, where childhood is prolonged and for the most part sheltered, simple economic facts are hard to discern and easy living appears the natural state of men. Our movies, our popular novels and magazine stories and our television foster this attitude. Every young man drives his own car (or his father's), raids the ice-box whenever he is hungry (or thinks he is) and appears to have nothing more to do than attend a pep-rally or lounge around the cafeteria; every girl has a wardrobe of expensive clothes, thinks of nothing but dances and beaux and has no more intellect than a sparrow; hardship and heroism are reserved for remote times (the pioneers) or remote places like Korea or the Arctic.

This is a very superficial view of the modern world, which requires of us just as much hard work and earnest endeavour as the world ever did. How to reduce the incidence of this attitude is one of the educational problems of our age.

Now, one of the reasons for this "world owes me a livin' " attitude is that things are much too easy for the bright children in our schools, and sometimes in university. Many of those children never learn to do a hard day's work because they are never asked to. This condition arises out of the absurd North American notion that all children are alike, and this despite the fact that North Americans like the late L. M. Terman have made it as certain as anything can be in educational matters that there exist very wide innate differences in ability among children (and adults too). It is astonishing to anyone who knows the facts how impaired the notion of equality is and how reluctant teachers and others are to recognize the intellectual superiority (or inferiority) of some children, and how differently some superior children try to disguise their superiority in the face of public opinion that they should not be "different". The attempt to reduce all children to the same intellectual level has sometimes been deliberate; more often teachers and others have simply drifted into acceptance of the notion of intellectual equality. It is this drift which (rightly) inspired the attacks of such books as Hilda

Neatby's "So Little for the Mind" and A. E. Bestor's "Educational Wastelands". The most serious result is that many of our ablest young people arrive at the end of high school with only a fraction of the knowledge they might have acquired in mathematics, foreign languages and literature, and worse, without any training in rigorous study. It is not too much to say that some have developed positive habits of indolence. This is one of the reasons for first year failures in university and, I believe, for one of my own pet complaints which is that too small a proportion of students at Dalhousie enter the Honours courses.

The solution to this problem can only come from a re-organization of education at various levels and particularly at the junior and senior high school levels where a greater variety of courses must be provided and particularly more difficult courses for able children. That is, there must be a two-track or multi-track system from about grade 7 or 8 up under which the intelligent will have a much stiffer course than at present and the less intelligent perhaps an easier one. At this point someone is sure to say, "But this isn't democratic!" To such I reply, "Mr. Interrogator, this is merely a catch phrase which you have picked up. Do you know what it means?" If it means that all children should be given the same education because they are all alike, it is simply untrue. If it means (as I think it does) that every child should be given a

fair chance to develop his potentialities to the full, it constitutes the strongest possible reason for a variety of courses to meet the very great divergences of ability among human beings.

There is another respect in which, it seems to me, the present educational situation needs improvement. It lies in (as I see it) a widespread neglect of the emotional and aesthetic side of human nature, in a tendency to be critical and hard-boiled, to hide your heart in the ice-box instead of wearing it on your sleeve. This neglect arises in part from an incomplete type of psychological theory widely taught in North America, in which there is no place for emotion and no explanation of its nature; partly also from the

pioneer and military tradition of the stiff upper lip. Partly it is the result of a curious abdication on the part of educational institutions for responsibility for the development of character. The result is an impoverishment of life in one of its most important and potentially rich aspects. The cure lies in the return to the classroom of sentiment (though not of sentimentality) and the recognition at all levels of the importance of the education of the emotions. At Dalhousie, for example, I would like to see more serious interest in music, perhaps the introduction of a Bachelor of Fine Arts degree. Most of all I would like to see a small theatre, properly designed and fully equipped where serious dramatic work could be done.



by
PROF. A. S. MOWAT
 Head of Department
 of Education
 at Dalhousie University

The Grading System

by David Walker

The use of the grading system in the training of university students has received considerable criticism. Before assessing the merits and defects of a university training program that embodies this system as one of its characteristics, it is worthwhile to examine the purpose of a university education and then to see how well the grading system is suited to the achievement of that purpose.

In providing an education for its students a university attempts, or should attempt, to do two things in particular. It should provide a method whereby a student is enabled to increase his actual store of knowledge about certain subjects. It should also create in the individual the ability to consciously think for himself and not merely accept everything his instructors tell him. How then does the system of grading meet these two requirements?

Giving grades in courses has often been regarded as a necessary evil—something we would all like to see done away with but something which, nevertheless, must be retained if anything at all is to be achieved. The grading system has several glaring defects. It may well prove a hindrance to brilliant students by removing the element of intellectual challenge from their courses. The grade seems to indicate that there is a limit to the amount one can know about a subject and that once one reaches a certain percentage there isn't much more to learn about a subject and therefore no need to work any more on it. To others it indicates that there is a minimum that must be learned to pass and when that minimum is reached there is no desire to learn anything further from the course.

The idea of providing grades as a stimulus to make students work is

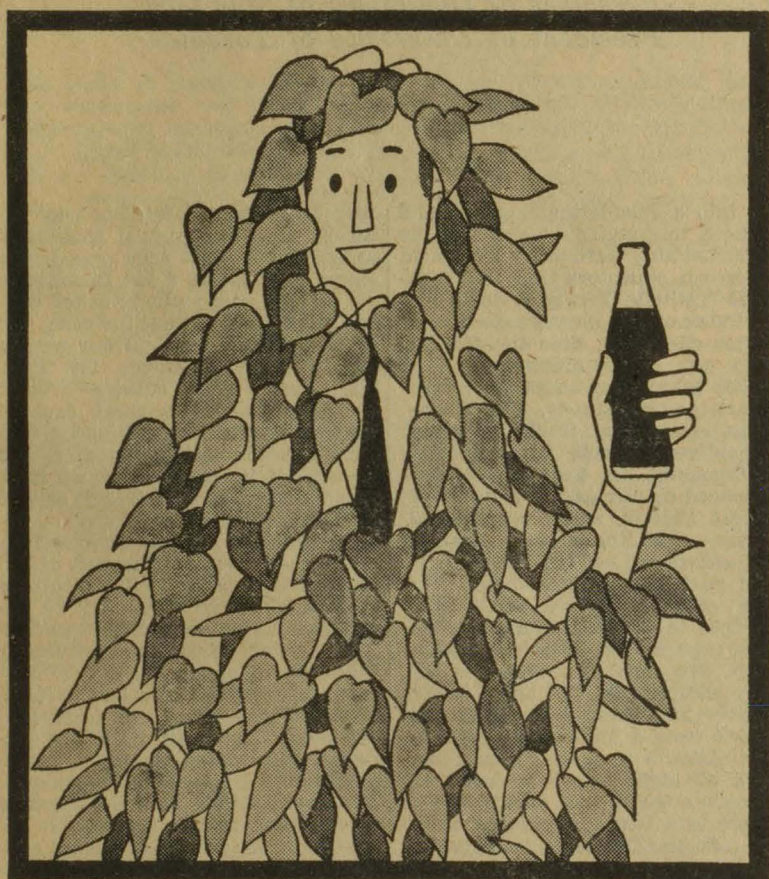
an indication that the courses of themselves are not sufficiently interesting to spur them on and that something further is needed. Moreover, the grading system is inadequate as a means of measuring a student's actual knowledge of a subject. That is because people with exceptional memories but with less actual grasp of a subject can often outdistance those whose understanding of a course is much more complete. Also, however conscientiously a marker may examine the papers passed in he will not likely be able to measure the student's learning accurately. Most courses are taught by means of the lecture. In lectures people hurriedly copy down notes, often paying little conscious attention to what the professor says. When examinations arrive they endeavour to pass back to the examiner what was said in the lecture. In most cases this is well received by the examiner and high marks are allotted to the individuals who are able to do this. The result is that the student is required to do very little thinking on his own.

These then are a few of the greater defects in a grading system. They are stumbling blocks in the way of the attainment of knowledge and the ability to think for one's self. However, the system can not be done away with. The alternative of a tutorial system whereby the student received individual help and guidance along every step of his career, while preferable, would be too great an expense to a university. To let students go on to their final year without examinations would be both innane and insane. Students are, for the most part, immature with regard to academic pursuits and without the impulse of examinations and grades they would do nothing at all. It is all very nice to speak of the search for knowledge for its own sake but few people would

do much searching if they did not know that it was required to make a certain mark.

The remedy, if indeed there is one, must be found within the system itself. It demands that the professor make his courses more interesting and stimulating. His aim throughout should be to give the student a feeling of personal achievement. He must make the student appreciate the courses for their own sake, quite independent of the necessity of mastering them in order to pass. This involves letting the student take a more central place in the lecture, it involves encouraging discussions and enquiries in which he has a chance to voice his opinions. The assignment of essays in which personal opinions and conclusions are required is also of value. In the actual setting of the examination, questions requiring the student to take a stand and to draw together the material of the course are preferable. They require some thinking and give a sense of achievement and a feeling of having gained something from the examination.

There is also a burden placed on the student to regard the course as more than a mere necessity on the road to a degree. He should prepare his work in advance of the lecture so as to get the maximum benefit from it. With this advance preparation he would better appreciate the course and be more stimulated to do his own thinking and to raise questions on points he does not understand or agree with. This two-fold co-operation of professor and student could well be the means of avoiding the over-emphasis placed on grades and examinations and help students to seek knowledge consciously with no limits imposed by the mere amount required to attain a certain mark.



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Who Should Go To College?

from
MacLean's Magazine

The question "who should go to college" is being asked more often now than it was in the past, but its importance is not generally grasped, nor, indeed, the necessity for asking it at all. "Obviously," says the realistic man, "anyone should go to college, and does go to college, who has the desire to take a college course, the brains to pass the entrance examinations, and the money to pay the fees and expenses. Why theorize about it when theories will make no difference?"

At the present time our college students, in the main, are those who fulfill the psychological, intellectual and financial criteria just mentioned — those who have the urge, the brains and the cash. We have come a long way from the time when social barriers restricted a university education to the aristocratic and professional classes, or when prejudice debarred half the human race because they were considered the weaker sex. Some think that we have not come far enough; that a university education is the birthright of every boy and girl in a democratic society. But that view confuses equality of talent (which is nonsense).

The fact that they are born equal under the law does not make them equal under the skull. We endorse free compulsory education for all up to a certain age in order that the divergent talents of all our children may be developed; but it would be ridiculous to expect them all to possess the talents for advanced study, for handling ideas, for conceptual thinking, that are needed in university work.

To say that individuals have divergent talents is a statement of fact, implying no contempt for those whose metier lies outside the academic sphere. I emphatically do not regard nongraduates as *hoi polloi* and graduates as the Lord's anointed. I do not share the touching faith of many parents in a university degree as the sole assurance of happiness, success, and good citizenship. I do not believe that a parchment is the passport to pre-eminence or a sheepskin surety of sagacity. However, I do believe that the talent for ideas should not be buried in the ground. It should be developed—not for the purpose of getting a college degree as a meal ticket, but for the enrichment of character and the service of society. In other words, those who are intellectually and morally worthy of handling college work should be able to go to college—that group, that whole group, and nothing but that group.

We are not now getting that whole group in the universities. We are not getting many of those who have the urge and the brains but not the cash. Less than fifteen percent of Canadian university students receive financial assistance; in Great Britain seventy-two percent of the university students are helped, and the average amount received by each student is much more generous than in Canada. Not long ago a survey was made in five Canadian universities of the total financial aid to students. The percentage of the students who received aid varied from twenty-nine percent of the total enrolment at one university to thirteen percent at another. The average aid received by a student varied from \$336 a year to \$120 a year. When there are meals, shelter, tuition, books and clothing to be paid for, \$336 a year does not go very far.

Yet there has never been a time when Canada's need for educated men and women has been so great. To maintain our level of health, we need more doctors, dentists, and nurses, and that means that we must seek out young men and women who have a deep interest in humanity and readiness for service, and educate them to the standard required for the healing professions. To develop our economy

we must seek out those with the things, and dealing with natural attitude for handling material forces, and educate them as scientists and engineers. We need the reflective natures fascinated by abstract questions or by the vistas of history or by the truth and beauty of literature and the arts or by the mysteries of science, and we need to educate them as professors and researchers. We need those with a love of learning, outgoing instincts, endless patience and a kinship with youth, and we need to educate them as teachers. We need clergymen, historians, meteorologists, foresters, social workers, and many more. But men and women cannot pursue these professions without formal education. That is why we need, in the universities the whole group who have the intellectual ability and the moral stamina to profit from university courses.

We are not now getting "nothing but that group". Last year, in one faculty of the University of Toronto, six hundred students who had passed Ontario Grade XIII or equivalent examinations were admitted to the first year; two hundred of them were unable to complete their first year successfully. That is a glaring example, but virtually similar situations can be found elsewhere. The students who failed have wasted their time and their instructors' time, their money (or their parents' money) and the taxpayers' money — for the taxpayers pay from one quarter to three quarters, depending on the particular institution, of the tuition costs of Canadian universities. Moreover, the presence of students who are not keeping up with the work lowers the tone and lessens the effectiveness of the teaching.

Soon we will have double the present number of pupils leaving secondary schools, and the universities' resources in space, time, equipment, and personnel will be stretched to the very limit. Will we continue to put up with so many failures when every one of them will be keeping another student out of university? What can be done? We cannot predict closely enough, without present knowledge, whether an applicant who has passed entrance examinations really has the brains for college work.

We cannot tell whether his urge for higher education is sufficiently deep-seated that he will discipline himself, use his time wisely, and make the arduous, long-continued effort that is necessary for success.

Some would say take nothing but the first-class honor students, the cream of the crop, and then there will be no failures. But if we did that, in many courses there would be no students; and we would lose the good pupils of second-class standing. They often do very well at university, and some of them — "the late starters" — do brilliantly. The question "Who should go to college?" cannot be answered simply by deciding what will be easiest for the colleges.

The country's needs in the various professions can be predicted with fair accuracy. The number of high school matriculants can be predicted with even greater accuracy. In a totalitarian state it would be comparatively simple to plan for the filling of the former demand from the latter supply. In Russia, for example, students of ability and promise are selected, groomed, and directed to university to be trained for specialized careers.

I do not like to think that we in the democracies set a lower value on the individual and his capacity than the Russians do. We will never compel anyone to take a certain course or enter a certain profession. But I wonder whether we should not try to make "equality of opportunity" a reality rather than an oratorical flourish. That would mean providing money to send gifted students to college, whatever their economic status. It would

mean more than that. It would mean paying more attention to them while they are at school. Gifted students are the underprivileged in most Canadian schools. There are special classes, special teachers, even special schools, for the handicapped, but there is a strong prejudice against any special provision whatever for those of superior intelligence. The bright boy or girl, in all but a small percentage of Canadian schools, is in a large class where the teacher spends half the time repeating, for the benefit of the average and the dull, points that the bright one has already grasped. He is bored. He becomes mentally lazy.

I do not blame the harassed teachers for neglecting the gifted—it is almost inevitable that they should do so unless some provision is made for special attention to those in the top ranks of the group. Teachers of those students should have time for the demands of that teaching.

In pleading the claims of the superior students, I am not speaking of a negligible number. The report of the Royal Commission on Education in Ontario includes a chart that places twenty percent of Canadian children in the categories of



In the United States, the problem of selecting freshmen is much more complex and difficult than it is in Canada. Many American universities receive applications from candidates who have attended secondary schools anywhere from Maine to California and from Texas to Alaska. To evaluate their secondary school certificates becomes practically an impossible task. Faced with this situation in its early stages, a group of more than 80 American universities established in 1900 a College Entrance Examination Board to assist them in the selection of students. In 1926, that board developed a test known as the Scholastic Aptitude Test. This is almost entirely an "objective" test (that is, the answers are given by circling words or numbering sentences, and the papers can be marked mechanically). The universities that recognize this test usually base their admissions on the test scores along with a statement of the report from his principal.

To me there is something repellent about objective tests; they are mechanical and impersonal and smack of mass production; the individual pupil seems to have been

predictive validity, I believe that we should use them as an adjunct to the Grade XIII examinations, and base our admission policy on a combination of both, along with reports from the high school principals.

I do not advocate the abolition of departmental examinations. The familiar essay-type examination compels the student to organize his material, to marshal his facts, and to express himself clearly and coherently—abilities that are useful to everyone whether he goes on to university or not. In addition to examination results, universities should receive from the applicant's secondary school a statement of his record and a report on his industry and reliability a report that would reveal any special circumstances (such as heavy responsibilities at home or illness) that should be taken into consideration in assessing his application.

Selection of university students is not synonymous with exclusion. Examinations function as a screen; that is, they keep out the students who get lower marks than those required for entrance to universities. If the Scholastic Aptitude Test or some

by Sidney Smith
Minister of External Affairs

Formerly

Dean of Dalhousie Law School
President of University of Manitoba
President of University of Toronto

"gifted" or "superior" with the regard to their ability to learn—one fifth of the entire school population. Our university entrants will be drawn from the upper fifth of those who are in schools, and, for the sake of our national welfare, health, progress and security, we should do more for those students than we are doing at present.

The universities are not prone to cast all the blame for failures on the schools. We have examined ourselves, our teaching methods and procedures. We have striven to make an easier transition from high school to university work. I have begun to suspect that, in our anxiety, we may have over-emphasized the difficulty and underestimated the freshmen. University studies are not merely an extension of secondary school work, starting with—to use an Ontario example—a sort of Grade XIV. The university freshman is expected to work under his own steam, as a member of a scholastic community that exists for the extension and transmission of knowledge. His promotion to this estate should be the beginning of a new way of life. The university should be a challenge to all his powers, and if it is bewildering at first, the shock of this experience can be very salutary. I suspect that we lose more than we gain by relieving the shock. If from the very beginning our students were confronted with the real facts of university life, we would probably get better results than we do with much orientation and spoon-feeding. Freshmen who are treated as schoolboys and schoolgirls will respond as such, and we will have a continuation of the immature and irresponsible behaviour that gives the colleges — deservedly — a bad name with the public.

What we need most is some better method of selecting our students, some method that will make a closer prediction of success or failure in academic work.

fed into a calculating machine and reduced to a statistic. Yet it is the overwhelming testimony of eminent American educators that the Scholastic Aptitude Test provides a better index of a student's capacity for higher education, than the familiar essay type of examination.

We should not adopt American practices uncritically. Our Canadian educational tradition, while receptive to North American developments, has been greatly influenced by our parent cultures of Great Britain and France, and France, and those trans-Atlantic influences are not the least valuable part of our inheritance. On the other hand we must give weight to the testimony of wise and experienced American educators. We should be ready to try any method that will bring to the universities those who really can profit from a university course.

In Alberta and in Ontario, surveys of high school students are being carried out in an attempt to arrive at a better method of selection. In the Ontario survey (which is financed by a grant from the Atkinson Charitable Foundation) various tests, including the Scholastic Aptitude Test, will be given to students in their final year in high school, and comprehensive follow-up studies will be made during the next two years of all the students tested—those who go to college and those who do not. By this means it is hoped to find out how many students of university calibre do not go on with their education; what considerations prevent them from doing so; what factors make for success in university courses; and whether the Scholastic Aptitude Test other tests have validity in predicting success in higher education. Whether the survey will actually find out these things remains to be seen. Perhaps the tests will be found to add little or nothing to the results of the Grade XIII examinations. But if the tests prove to have

other test were validated and administered to a high school student, it could function not only as a better screen, but also as a net to draw in the capable youth who have the urge and the brains but not the cash, and strengthen our hand in our appeals for financial assistance for them. They should go to college—even if we have to pay a great deal of money for their tuition and transportation and living expenses, and even if, at the same time, we have to exclude those who cannot or will not, do college work.

The cost of adequate scholarships will be considerable. The cost of expanding university facilities to take care of larger numbers will be enormous. (A university, as President Gilmour of McMaster University said not long ago, is the type of business that operates at a loss to itself, though it produces a gain for everyone else.) Moreover, no single university can expand beyond a certain point without damaging its academic effectiveness, and thereby cheating the citizens and students who believe they are paying for sound education. Therefore there must be, for each section of the country, a plan for higher education that will preserve the integrity of the existing institutions.

We are not accustomed to astronomical figures in connection with higher education. But there is no better investment on the financial page of any paper than our investment in youth. Young men and women are worth more than all our mines and forests. They are more crucial to the country than all our communications networks. They are more worth developing than the St. Lawrence Seaway. They have more potential power than Niagara, Kitimat and Chalk River. They must rely on us for the present, but we must rely on them for the future. We must develop their powers of the full, for their own sake and for the sake of Canada and the world in which we live.

Our Educational System Is Incomptent

KEN LAMB
The Ubysey)

Flatly speaking, the system is not only poor, it is completely incompetent. Students, or more truthfully, pupils, come to university not only knowing nothing, but without the ability to add to their knowledge.

Their first two years, if not more, are spent rooting around our halls and shacks of learning in search of an education they cannot comprehend.

UNSUBTLE MINDS

Professors grey before their time under the strain of teaching high school subjects to unsubtle minds. A not entirely inapt analogy is that of trying to teach English to a group that understands no language. There is no common ground of understanding where the professor can begin, unless he draws pictures on the blackboard.

Exaggerated? Perhaps, but considerable substantiation can be found in any first or second year classroom.

And the classrooms are not the only places where students believe the claim they are acquiring an education. In cross-table discussion in the campus' eating places, in building halls, in the letters to the Ubysey again and again appears the proof that the student who comes to this university, while he may have a high school diploma, does not have a high school education. He has no thought, and when he has, cannot put it into

recognizable language. And a more easily recognizable proof is the monstrous failure rate in English.

BLAME WHO?

Now who can be blamed? The students? Yes, but only to the extent that they are to be criticized for failing to go beyond the standard lowered for them in the public and high schools.

They have only followed natural inclinations and done as little as they can get away with. They are no worse than their system.

Then are the teachers to be blamed? No, unless they are to be attacked for not going beyond the bounds of their authority. They have only to teach to the standard inherent in a government exam, and no more.

Some teachers do go beyond the low governmental level, and for this students should be grateful. It is those teachers who keep the high school system from complete failure.

So now where to rest the blame? I said I would be sociological. I feel the fault lies at the feet of the public generally, and more particularly at the feet of those who are responsible for interpreting the public ideal of education.

Provincial governments, state governments, Parent-Teachers Associations and other interested bodies have wetted their fingers to the wind and deduced this magnificent bit of reasoning: Education should be fun!

Says Anthony P. Suburbanite, "I never had any fun when I went to school, but by God my kids are going to have fun.

TEACH PRACTICAL THINGS

"All that crap about English and history, and languages. What good do they do ya? Huh, Teach 'em practical things, like how to clean their teeth, be like other kids, and make money. Give 'em the chance I never had. And let 'em have fun. Fun, fun, fun."

So spaketh the man who is really in control of what our high school students are taught. He never was a success, or like other kids, but by God, he knows he would have been if he'd had a school to teach him.

Well, he's got schools that will teach his kid now. He's got schools with swimming pools, rest periods, typewriters and business courses, and integration lectures, and personal development classes, and movies and recreation, and every damn thing needed to develop every asset but his child's brain.

His boy is well rounded, yes sir. A well-rounded moron. He can swim, play pool, type, dance and be completely unidentifiable from every other clod in the neighborhood, but he can't think.

Well, if Anthony P. thinks that sort that makes the world keep on an even course, he deserves to belong to a restricted society.

And that's the sort of society he's going to belong to. This is a society geared to be run by the mediocre, and its education system is geared to teach the mediocre.

But if the generation before decided its best group was its mediocre, then the new, mediocre generation will decide the best group

within it is its own mediocre, and so on. The circle will tighten until mankind is ruled by a moron.

POOREST EDUCATED

Other societies have had the same problem. Ours is nothing new. But I wonder why. Why, in the face of the financial opportunity to make themselves the best educated people in the world do the North Americans insist on being the poorest educated?

Perhaps a man named David Reisman, sociology professor at Chicago, ex-law professor at Yale, and author of "The Lonely Crowd" offers some help.

Professor Reisman tells us that North Americans are afraid of work. We find it something distasteful, to be avoided as much as possible, and worse, to be hidden under pleasure.

He refers to the business man who cannot face an afternoon of letter dictation without first a round of golf (or a stiff drink, perhaps), or who cannot conceive of making a contract otherwise than over a pleasant luncheon. Consequently, having used up business time with pleasure, he must now consume his pleasure time with business, until the two become inextricably mixed and the function of both is seriously impaired.

I suggest the same catastrophe has befallen education. It is no longer, in North America, good honest work, but must be something to have fun at.

Consequently our schools are more renowned for comfort than scholarship, for the seeking of pleasure than for dedication to the search for knowledge.

MORE IN U.S.A.

We have, fortunately more in the U.S. than in Canada, schools with swimming pools, lounges and marvellous gymnasiums.

But the epidemic of comfort courses has spread more rapidly. We are infested with the diseases of personal development courses, with movies, with severely relaxed standards, and behind it all, the fear that poor Johnny will suffer a nervous breakdown if his brain is taxed beyond five minutes of homework.

TAKE IT EASY!

Everywhere is the big stress — take it easy, don't suffer for learning, you don't have to.

Why?

As Reisman suggests, we are afraid of honest labor. We have lost the ability to get satisfaction from a good day's work, though psychologists have proved that a two hours' loafing is often more tiring than eight hours of satisfying effort.

We have become afraid of work, and faced with it, spend more effort trying to camouflage the job with pleasure than it would take to do the job.

CAMOUFLAGED

And we have camouflaged education. Who can blame the poor student, who, when he discovers that the getting of a decent education is damned hard work and not a barrel of laughs, sluffs it off for almost any form of diversion.

And the high schools offer enough diversion, for that pitiable character who has never learned that one of man's finest pleasures is the satisfaction of doing a good day's work.

Mobilize And Develop Our Brain Power

by Gus Kroll in The Ubysey

In order to compete successfully for educational and technical supremacy, this country cannot afford undeveloped brainpower. And without any doubt, it is evident that at the present time, a great deal of intellectual ability lies dormant because a substantial part of the population has never enjoyed the stimulation of higher education. Probably the two main reasons are lack of sufficient funds to go to university and lack of sufficient interest in studying.

But we must compete for educational supremacy in order to survive. I believe that there is only one way open to do this. We must mobilize the entire brainpower of our society, or, in other words, we must make sure that every person shall obtain the highest degree of education possible.

Of course there are several ways to reach such a goal. There are a few which the writer believes to be most effective.

CHANGE ENVIRONMENT

The first problem is to change our social environment so that it is conducive to higher learning. This means that the trends which

stagnate education should be removed, and trends which stimulate education should be introduced.

Now, there are a great number of trends which stifle education. Probably the most important one is the low financial reward that is given to the educated person.

TEACHERS UNDERPAID

Our teachers are notoriously underpaid as are most government employees. Business is apt to pay more, but the security of the job is often much lower and the rewards paid to non-academically trained personnel is often higher.

It is by no means a rarity that a welder or an electrician makes considerably more money than an engineer. Is it then surprising if youngsters today refuse to go to university? By taking a trades course of a few weeks they can, in very short time, qualify for a job that pays substantially more money for a great number of years than a job they would get if they go through university.

We live in an economic society and financial incentives are powerful forces. And unless we have financial incentives for higher

learning, we will not attract that part of the population which regards education as a means of making money; and I have no doubt that a considerable number of people belong to that category.

FIX SALARIES

How could this be accomplished? Well, we have legislation which fixes minimum wages. For equally good reasons should it be possible to fix minimum salaries for certain university degrees. This can be done by legislation. Nobody denies a union the right to establish certain pay rates. So why shall we deny the government the right to fix salaries for engineers, etc.?

LOW ESTEEM

Another trend which stifles education is the low esteem which is given to the educated person. Our society glorifies all kinds of heroes; the war hero, the gangster hero, the sex and lover hero—both male and female—with Elvis Presley and Jayne Mansfield; the sports hero and the comic strip hero; but do we ever hear about the heroes of science and other field of thought? No they are conveniently push-

ed in the background.

Probably every child today knows who is on top of the hit parade. But how many children know who discovered Penicillin? We glorify the smart Alex because he makes a big pile of money, and money is the standard of success. And it does not really matter how low the tricks that were used to make this money. The man who devoted his life to an accomplishment that did not yield a great sum of money is being smiled at; he is a rather pathetic figure, quite often the subject of dripping novels or films.

Can this be changed? The Russians have done this. There, the intellectual is on top of their hierarchy. But then again, the Russians have a dictatorial system of government which can simply decree things even against the wish of the majority of the public. I personally think that a great deal depends upon the financial rewards given to the educated class.

If the scientist is no more a pauper but a top-paid individual, much will change. It is certainly not very easy to change values of a society and I believe that our esteem for financial success and pub-

licity is here to stay for a long time. So why not make the educated man a financial success; why not give him the publicity we give to Elvis Presley and Marilyn Monroe.

Another way to stimulate education is by increasing the age for compulsory schooling. Granted, this means that simultaneously an effort must be made to kindle the interest in education because nothing would be more futile than a group of children who are forced to remain in school, but desire to leave school. To that point I will come later, but here I want to point out that all these measures must come simultaneously to be effective. Such increase of compulsory schooling does not necessarily have to be directed towards a university career; it must also include trade and commercial schools, because education does not stop at the university level.

Of course it is impossible to list in the space permitted all the measures that can be taken to achieve the proposed object. But if we are able to remove the main obstacles and replace them with sound trends and incentives, a substantial part of the problem will be eliminated.

A Question Of State Control?

By ROY JACQUES
The Ubysey)

Perhaps NOW many of us in the west, and in this regard I mean this country and even moreso the United States, will begin to abandon the idea of our omnipotence in the field of higher learning.

We are not unaware of the fact that for many years now the Russians have been turning out technicians, engineers, and scientists in ever increasing numbers, and they have been the Ubysey more and more on teaching these things to their youngsters.

We are also not aware that this could be construed (on the surface anyway) as being fairly easy for

them because they have state controlled education.

This argument is weak by its very shortsightedness. For it is not difficult to see that there is no state control of education (certainly not in the Russian communist sense) in say, Britain or Australia. Yet those nations, to name only the first to come to mind by virtue of their scholastic records and standings, those nations have turned out, and are continuing to turn out, highly skilled and forward thinking, intelligent scientists, technicians and engineers.

It is true that this country and the United States are also turning

out some brilliant scientists, engineers and technicians also. But in proportion to the Russian turnout in these fields, the west would look exceptionally sick were it not for the number of such experts being taught and graduated in the aforementioned Commonwealth nations.

And the one main reason that Britain particularly is able to do this . . . is because in that country, while there is no totalitarian state control of education and higher learning, there is nonetheless a tight rein on education and higher learning, in the sense that these facets of national life are given as

much respect and understanding as it is possible to give and accord them.

In this country, and in the United States the moreso, education and higher learning are, generally speaking, occupying last place in the thinking and the estimation and understanding of the great majority of citizens.

We in this country and our friends below the border live in perhaps the most bountiful countries in the world. We have everything we want, and need, materially speaking. And we have I firmly believe, the lowest mental and phys-

ical standards in the world . . . generally speaking. There is no REAL incentive to learn, or even to teach.

The result being education and higher learning are taken in almost an attitude of "could not care less" by all but a gallant few, and even they at times must wonder whether it is all worth it.

THIS, it is my firm belief, is one of the main reasons for the fact that Russia has successfully tested an intercontinental ballistic missile—and now has launched the world's first earth satellite. In short, we need education, and we need to educate ourselves to that need—NOW.

The Role of Science Education

by W. J. Archibald,
Dean of The Faculty of
Arts & Science
Dalhousie University

What is the role of science education in a University like Dalhousie, and what kind of pre-college course gives the best preparation for science at the University?

There are many activities called scientific which are out of place in a university. We are trying, at Dalhousie, to help each young man and woman acquire a free, inquisitive mind, sound judgement, reliable intuitions, a lively imagination and, above all, the ability to distinguish truth from falsehood, right from wrong. To achieve this two things are necessary — first, to master the tools used in thinking, namely, language and logic, and then to use the tools in solving problems. The more fundamental and important the problems the better. Prob-

lems worthy of our best efforts are found every where—in history, philosophy, psychology, literature, government, science, etc.

An educated man finds time to consider carefully the major problems arising in all these subjects and has the skill to reach conclusions, personally satisfying for the moment, in several of them. This does not mean that each student should study all of these subjects in college. Rather, any of these subjects properly taught should develop such skills in the student that he can work at any other (in his spare time perhaps) with pleasure and profit. If Science teaching is to serve the ends outlined above it must confine itself to the task of seeking to understand the central principles govern-

ing the behaviour of nature (which have been clearly stated by the best minds) and endeavouring to discover new and more inclusive principles. The best science teachers are not trying to make their students into technicians who have mastered some specialized trick, but are trying to develop minds which can tackle difficult problems and solve them, which can apply known principles to elucidate phenomena which have never been studied, or perhaps even observed before. To be able to do this requires an apprenticeship which is long and arduous but exceedingly worthwhile. Perhaps it may not be out of place to remark that at Dalhousie at the present time there are about twenty students who, because of their

ability and energy, show promise of becoming real scientists. Many others are having a good look at the problems and methods of science but show no conspicuous skill in mastering them. However, such students, if they strive faithfully, are profitably employed. Honest work and faithful striving always develops character and power no matter how great or small the intrinsic talents of the individual may be.

The standard academic subjects provide excellent training at the pre-university level for a career in science. All students should have work that demands their best effort in English literature and composition, languages other than English, Mathematics, History, and Science. The prescribed curriculum is good.

The difficulty lies in persuading young people to work hard and master what is prescribed. It is a tragedy for a young person to reach the age of eighteen without having acquired a delight in reading and careful study. Much of what is done in college between the ages of 18 and 20 could have been done between the ages of 14 and 16, and is done during these years in other educational systems in other parts of the world. By 18, one could, with great pleasure and profit, have read one hundred good books (other than the ones required) in history, biography and literature.

The essential thing for growth is to exercise the intellect by attempting tasks which are almost impossible.

Resisting The Pull of The Machine

by Alexander Farrell Arts III

The university is meant to be the freest of human institutions. Since no other can allow the individual as much liberty to describe the pattern of his daily life, the end of university studies brings him face to face with a whole new set of commitments and demands to which he adjusts in one of two ways.

When the spiritually alive university student graduates, he may become a cog in the wheel, allowing his soul to go dead in the din and tedium of all the spinning and turning which characterize society in the age of technology. He may, on the other hand, remain a centre of creative thought and independent will; and if he so remains, it hardly matters how modest the scale, for then he is not to be numbered among the dry and spiritless, already numerous enough, who constitute society's bleak mechanical and functional aspect.

How we approach this matter in North America, how we try to re-

sist the pull of the machine, is a subject being hashed over countless times. It is not my purpose here to attempt to add my two cents' worth. I should rather like to take the liberty of discussing the subject in its Teutonic context, since I had the privilege of living and studying in Germany for a time.

There is, however, more than a personal reason why I find a treatment of the theme in a German setting appropriate. As Germans have woven so much into the fabric of western ideas and values, and, on the other hand, have played a dominant role in the advance of technology, it is always pertinent to consider how the question of man and the machine is being treated in the land of Goethe and Beethoven, of Helmholtz and Roentgen.

Naturally, education faces the same dilemma in Germany as in North America. It is confronted with the monstrous demands thrust upon it by an urban, industrial society whose ideals are velocity,

efficiency and comfort. It is asked of a man how much and how well he can produce? What does he have on the ball?

That is one side of the picture. The other is the spiritual power of western civilization, great enough to enable the cultured to hold high the ideal of education for education's sake, to hold fast to the belief that education means to become someone rather than something.

The German university system, since the end of the "thousand-year Reich," has fought its way back to the ethical liberalism typified in the 19th century by Wilhelm von Humboldt, founder of the University of Berlin. The dangers to culture in a society shaped by technology are well recognized in Germany and the universities, bearing the great weight of their age-old traditions and ideals, are rallying to meet them.

Great emphasis is placed at a German university on the value of being mentally active beyond the point re-

quired by any definite and immediate outside obligation. The value is to the student himself, it is said, before it is to others or to society as a whole. In that way the student is given a chance to mature into someone who cannot simply be managed or indoctrinated by the organizer and the expert, those omnipresent functionaries of technological society. This is perhaps the most essential roadblock being thrown into the path of the machine to mastery over men.

Mental activity in such degree is not merely urged upon the German student, it is forced upon him by his very environment in the university. He is given the complete responsibility of choosing his own fields of study, of supplementing them at will, and, so long as he does not transgress them, of defining his own limits. There are no term exams hanging over his head, focusing his attention on an immediate academic goal and providing an artificial pattern for his study. There is no system to organize his work for him.

If the student fails to respond to this invitation to exercise and enrich his mind without restraint or deviation, there is nothing further the university can do, it is felt, to equip him for life in the machine age.

German universities assume, as do ours, the responsibility of providing intellectual leadership, of guaranteeing in society the continuing presence of an upper stratum of critical and independent minds. It is considered that the greater the extent of the individual's education, the greater his responsibility for himself and for others.

The social responsibility of the German universities is, however, incidental rather than central to their ideals, which are based solidly on the person. The notion that man exists for society is in every sense repugnant to the spirit of German academic life.

Consequently, German universities try not to let society prevail upon them with its egalitarian prejudices and its almost militant anti-idealism. Their entrance standards remain high and it seems quite unlikely that any pressure to lower them will succeed. The responsible German student who is conscious of his individuality and his own will, wants the university to help him widen his mental horizons. He wants to be capable of a greater self-fulfillment. It is only natural that the university expects him to have the capacity for such an expansion.



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Who Pays for University Education?

(The Ubysey)

Who pays today's university education?

Here are some of the latest figures from the Canada Year Book of 1956 pertaining to the year 1952-53. Government Grants, \$26,973 millions, 52.9%.

Student Fees, \$14,348 millions, 28.1%.

Endowments and Funds, \$2,981 millions, 5.9%.

Other sources, \$6,678 millions, 13.1%.

Total Expenditures of University Education, \$50,980 million.

98,000 students attended University that year. This amounts to a total expenditure of \$520 per student, of which \$143 was borne by the student.

The same year the federal revenue amounted to \$4.36 billion; the provinces received 1.46 billion, thus the total revenue of federal and provincial governments amounted to 5.82 billion dollars.

LESS THAN 1%

The proportion of government grants to universities to total revenue was 0.47%; in other words less than one cent out of every dollar received by the government in

the form of revenue was spent on university education.

These figures cover only the cost of education which the educational institutes have to bear. But what about such incidentals as room and board, books, transportation, etc.

During the tuition year, these costs amount to a minimum of \$800. To this must be added the cost of living during the summer while the student has to make revenue which amounts at least to \$250. The total thus adds up to \$1200 per year, including tuition fees.

It does not matter whether the student lives at home or not; if he does, his parents have to bear the expense.

The student therefore contributes 76% of the costs of his education.

COSTS BORNE BY STATE

Let's contrast this with the system the Soviet Union follows. A total of 2,365,000 students are attending universities; approximately 23 times the number of Canadian students. Since 1956, university education is free and the costs are borne by the State.

The total expenditures on education amounts to 23,023 billion rubles. The total state revenue is 66,743

billion rubles. Russia then spends over one third of its revenue on education.

5.6% ON EDUCATION

Canada on the other hand spends a total of \$325 million on education; the national revenue amounts to 5.82 billion dollars. We spend 5.6% of our revenue on education. (1953 figures, no later figures are available). The figures are somewhat higher (approximately 10%) if municipal taxes are included for high school financing.

In other words the Soviet Union is spending at least three times as much as Canada does in relation to the revenue.

But we are worried over not having enough scientists, engineers, teachers, and other trained personnel.

LARGE SCALE AID SCHEME

It is conceded that an additional burden upon the Treasury would mean additional taxation, which should be avoided wherever possible. On the other hand it is suggested that a highly effective way to turn out more graduates lies in large scale student aid scheme.

Education and Skill

The General Education of Specialist Students in the American State University

My aim in this article is to give you my impression of present conditions in the State universities of America and to describe the kind of general education which students are receiving there as a preliminary to their professional training. What I have to say is not intended to apply to the privately-owned universities, such as Harvard, but I do believe that it applies, in greater or lesser degree, to State "institutions" of higher learning all over the country.

It has been said over and over again that where the U.S.A. is concerned, generalisation is impossible, and this is as true of State systems of education as of anything else in that vast and variegated country. Nevertheless one can, I think, say with assurance that all is not well with the State university these days, mainly owing to the fact that it is concentrating, not on "educating" its students, but on "instructing" them in certain professional techniques which will enable them to earn a salary. In defence of this policy, which seems to change the groves of academe into something of an asphalt jungle, it should be pointed out that the object of these universities is not to create an intellectual elite, but to provide young Americans with advanced training for modern life in their own country, and there is no doubt that they have exhibited a realistic awareness of current technological needs. The post-war years have witnessed their tremendous effort to make the supply of trained engineers and professional men meet the demands of industry, and the recent successful demonstration of the Soviet earth satellites has introduced a fresh note of urgency.

The price that has had to be paid for this activity has been that of a pronounced decline in the teaching of subjects not specifically professional in nature, that is to say, the traditional disciplines, which are implicit within the aims of American educators. Although all students entering a State university spend their first two years in obtaining a nominal grounding in literature, philosophy, history and pure mathematics, the third and fourth years free them from these "required" studies, and they are left to concentrate more or less fully upon what has become strictly "job-training." Students in their first and second years too frequently give the impression that they are enduring an unnecessary evil which the sooner the better, will give way to the great good of training for a salary. Those who enter college with a less rigid notion of the nature of their purpose in being there may be largely forgiven if their desire for a sound general education in the Humanities rapidly weakens as time goes on. After all, the advantages of being "skilled" rather than "educated" are everywhere obvious; there are many more jobs available in industrial concerns than there are graduates to fill them; firms are competing for the favour of a man holding only a Bachelor's degree, and the market value of a research degree is considerably greater.

While teaching in America I was especially aware of the emotional and environmental strain on the minority whose interests lie within the field of the liberal Arts. They have to expend so much effort in resisting current trends that they have become cynical and distrustful of a society which, if much commercial propaganda is to be believed, cannot offer them a respected or well-paid place. Apart from teaching, there are few openings for the Arts graduate at present, although directors of several of the larger corporations have lately come to the conclusion that a sound training in the liberal arts is a desirable

qualification for a business administrator to possess. The latter idea, however, has not noticeably taken root on the American campus, and comparatively few students of really high calibre remain to specialize in Arts subjects.

By far the greatest problem facing American "instructors" in Arts subjects is concerned with ensuring that no student leaves without having received at least a grounding in the subjects of the traditional curriculum and especially in English. The study of English composition and literature is a compulsory requirement for all freshmen, and so English departments are usually large, overcrowded, constricted by an unwieldy administration and inevitably hampered by shortage of staff. There is, as might be expected, a marked falling-off in numbers at more advanced levels, where most of the students are women preparing to teach in public high-schools, but first-year classes are enormous. Statisticians predict a steep increase in student-enrollment at all American universities, and it is realized that this approaching expansion will have to be controlled in some way. So far, no decisive action has been taken, and so the universities continue to be swamped by a growing annual intake of freshmen and at the same time committed by State legislation to open their doors to all comers.

The visitor to America feels, and many American teachers agree, that much of what is now done at the college level could easily be done in school. Little or nothing that is learned during the freshman year need be postponed beyond the senior classes in high school, and a more rigorous preparation of a general nature at this level would ease the burden on a college teacher while at the same time ensuring that the student had a more solid "background" in the Humanities than he is likely to obtain under the present system. So much time is spent in teaching him to write grammatical prose that freshman English comes to be little more than a training in the rudiments. The problem of dealing with the ever-increasing number of college entrants has been shelved for the time being by acting under the delusion that anybody will do to teach freshmen how to punctuate properly, and so there are far too many poorly qualified instructors at large within English departments. If the student does in fact improve his powers of narrative writing during this first year—and many do—such improvement is more often accomplished in spite of the system than because of it.

The second year of compulsory English is spent trying to introduce students to a choice selection of the gems of our literature. These "survey" courses usually include one of Shakespeare's tragedies, two or three prose works, such as "Gulliver's Travels," or "Robinson Crusoe," and a study of several longer poems like Pope's "Rape of the Lock"—which rarely fails to figure on the reading list. Occasionally a modern novel is prescribed—Huxley's "Brave New World" is popular, especially among engineers.

Up to this time, most of these students have had no literary instruction to speak of, and lack a sense of historical development. The teacher's task is therefore no easy one, for if a course of this type has any place at all in the education of the technologist it should at least teach him something of the relation of literature to human society and stimulate his untried critical faculties. Unfortunately, these courses are more often than not concerned only with a literal interpretation of the texts, and not with the underlying ideas. The examinations, set at over-frequent intervals, are de-

by
Alexander M. Kinghorn
Professor of English
King's College

signed mainly to discover if the students have read the books, and usually consist of a series of objective queries on "what happened next."

The same, more or less, applies to the methods of teaching history. Americans are inclined to doubt that a knowledge of the past can have much value for a nation which is eagerly anticipating the future, but some State universities make it a compulsory requirement, teach it as a hotch-potch of facts and dates and examine their freshmen with standardized objective tests. It is not much wonder, then, that these young people come to embrace their professional studies in the third year with a wholesale contempt for what they imagine these departments represent, and confine their future reading to the sports pages.

It seems to me that these courses could be of inestimable value if the social maturity of these young Americans were given more freedom to balance their intellectual immaturity. My own experience with this kind of teaching showed me that the sophistication which the high-school implants enables these students to appreciate from experience certain human situations—the "Romeo and Juliet" predicament is an example of what I mean—which to European undergraduates of the same age would be more or less hypothetical. Thus, although their essays leave much to be desired grammatically, many of these which descend to the depths in the matter of technical presentation have a crude wisdom about them that is deserving of notice.

Departments of classics and philosophy have been fellow-sufferers for a long time, and attract only a handful of voluntary students, even at the elementary stage. Pleas for what has come to be known as a "core curriculum" in traditional disciplines have not been received with much enthusiasm by professional departments, since it is feared that extra time spent on the student's general education may lengthen the time he has to spend in college. Industrial pressure on the universities demands that the student get his degree at the earliest possible date, and provided that he can show evidence of his professional ability in the form of a diploma, he will suffer no penalty for being more or less uncurled in other respects. The trend just now is towards a new order of brainwashed specialists.

From all this it follows that the level of attainment which the B.A. degree represents in America falls on the average far beneath that of a corresponding qualification obtained in a professional school, for the latter can and must maintain standards which no Arts department would consider practicable for fear of losing students. Short-sighted administrative policy leaves little choice in the matter, since it decrees that the running of a course in any subject depends upon a minimum enrolment of students in that course. It seemed to me that not enough recognition is given to good teaching, and that far too much attention is being paid to high-pressure research on the part of junior members of the staff. When a young instructor finds that he is supposed to work for a Doc-

tor's degree, teach, grade scores of essays every week, and assist in the clerical work of his department as well, he may start off enthusiastically by putting his teaching first. But when he learns that promotion depends mainly on his getting a research degree as quickly as possible, the teaching side of his duties falls to second place, and often a very poor second at that.

To conclude, the American experiment in higher education for all on the same terms seems to be leading the universities astray. The students themselves have been complaining for some time now about the "trade-school" attitude to education, and even the professional bodies are doubtful of the value of a Bachelor's degree from a State university. Pamphlets recommending a change in academic policy have been appearing in increasing number on the campuses, and now the popular periodical press has begun to take up the cry. The obvious solution is to close the gap between the high schools and the colleges, either through an intermediate year at a junior college, or by inculcating a more serious attitude to study in the high schools themselves.

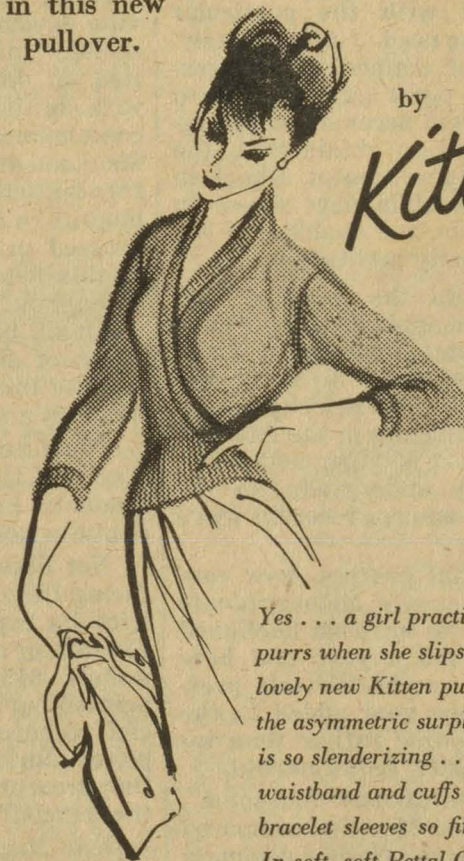
Postscriptum:

I do not think that a Canadian reader will find it difficult to perceive the analogy between all this and his own systems of higher education. Although a next-door neighbour of the United States, and thus

rendered especially vulnerable to the pressures of American propaganda, Canada's link with Britain, together with her own national consciousness does have the effect of making her adopt a more detached view of the vulgar virtues advocated by such propaganda. Nevertheless, the same trends are present—the influence of the Columbia Teachers' College on the public schools is not far to seek. The conduct of universities on "engineering principles," the shambolic of the tongue-in-cheek defenders of what they imagine to be a liberal education, the lack of any positive belief in other-than-monetary rewards—all these and many more signs of the modern "Waste Land" are evident in Canadian, and to a lesser extent, in European seats of higher learning.

What is urgently needed here is a radical extirpation of the American "Fifth Column" in education, not simply to satisfy a minority group of iconoclasts, but as a matter of sheer national necessity. The 1945 Harvard Committee Report on General and Special Education was full of intelligent comments on the education of the expert, but in 12 years the plight of the universities has worsened. It is not enough to write books and articles (like this one) deploring the trend—the intelligent public, particularly those members of it who have sons and daughters in their middle teens, want action. But so far no enlightened despot has arisen to restore order and we still await the day when "philosophers will vouchsafe to instruct kings with their good counsel."

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by

Kitten

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If Dalhousie's Medical and Dental Schools are Typical Here are the

Problems of Professional Training

Someone (identity unknown) is once known to have said "Money is the Root of All Evil" but two of Dalhousie University's better-known deans, D. J. MacLean, Dentistry, and C. B. Stewart, Medicine, have been quick to deny any personal knowledge of the source of this statement. In fact, as far as these two professional men are concerned, the "almighty buck" is very much in current demand to solve many of their present "lesser evils".

"What is your greatest single problem?", I asked the two gentlemen and both replied, with little hesitation, "money".

Cornering Dean MacLean in his new Dental building was a different job but a pleasant treat. The \$1,000,000 building is a dentist's delight and will enable Dalhousie's Dental School to turn out eventually double its number of qualified graduates. While the building looks elaborate, it has in fact been constructed along as economical lines as possible with joint laboratories and offices plus a need for students to double on the available dental chairs—33 chairs for 66 students.

"After a long, hard, uphill journey" said Dr. MacLean, "the Dental School has finally worked away from an annual deficit. This is due to the fact that all the Atlantic Provinces are beginning to carry their full financial responsibilities for the operation of this school that provides a service to all eastern Canada.

"Staff-finding is a big headache right now, which could be greatly eased with sufficient money to get the men we want with the particular qualifications we need. Unfortunately, the demand for trained faculty personnel is heavy right across the board and such men will become increasingly more difficult to obtain with the opening of a new dental school in Manitoba, a possible new school in British Columbia, and doubling of the Toronto University institutions".

Queried as to the quantity and quality of dental applicants these days Dr. MacLean pointed out that it would be easier for students to enter the dental school now, but priority is still to be granted students in the Atlantic region. Well over fifty per cent of the applicants have undergraduates degrees and the final pass record is more than satisfactory.

The pre-dental courses, now consisting of two years of undergraduate studies, appear to have no likelihood of being extended a year and here Dean MacLean emphasized his preference to see one year added to the actual dental course rather than increase prerequisite requirements.

"Second to none, better than some", was the way Dr. Maclean compared his faculty, which he termed adequate for first-rate teaching and a match with the rest of the nation. He also commended the library facilities, particularly the volume situation, but pointed out that any future expansion would require more library space.

As an accredited Dental School (both by the United States and Canadian authorities, respectively) Dalhousie dental graduates had no difficulty getting jobs with the dentist shortage still very evident. During the year, Canada added only 11 new

dentists per million population compared with 19 in the United States. To meet even the minimum recommended requirements it would appear that Canada must almost double its output of graduate dentists and even with this output, the smaller rural areas will continue to be neglected.

Although the young Dalhousie dental graduate can practice as soon as his Dalhousie exams are passed, he is still faced with the problem of finding some \$7,000 required as a minimum to open his office. And yet no one is prevented from opening up because of a lack of finances, even though the student, during his studying days, is called on to lay out anywhere from \$1,500 - 2,000 per college year.

"The high cost of student expenses" added Dean MacLean, "is our next major problem and the need for student loan funds, scholarships, and bursaries, is becoming even more acute in view of our planned expansion".

Along with the subsidies provided some Newfoundland students if they contract to attach themselves for several years, following graduation, to the Provincial Department of Health, other students are only able to undertake their dental studies through various military schemes and summer employment.

The prestige of any faculty is usually felt to be comparable to the amount of research and post graduate work being carried on. The Dalhousie Dental School is gradually getting its feet solidly planted in this respect. At present, dental research in anatomy (the developing embryo) and pharmacology (drug testing), is being carried on during the summer months with considerably more research work contemplated. Before too long Dean MacLean and his staff, to be increased substantially during the next 16 months, will be even more deeply engrossed in post graduate work, and in this field the general practitioner throughout the Atlantic region will be the main benefactor as a prospective series of short courses planned during the initial stage of the program becomes a reality.

The future for Dean MacLean, his staff and the 50 hard-working dental students housed in a splendid new dental school looks very rosy indeed.

Not quite so rosy is the situation facing Dean Stewart's Medical faculty with its expected deficit this year of \$36,000, or an average loss of approximately \$150 per student. "And", pointed out Dean Stewart, "our financial resources have been almost depleted during the past three years. Our present problem is how to cover the deficit!"

Dean MacLean is looking optimistically for financial assurance in the direction of the four Atlantic premiers who are now considering a system of a stable fund-distribution program based on a proposed grant of \$500 per student for those residing in Newfoundland, New Brunswick and Prince Edward Island, and a Nova Scotia grant of \$1,100 for each student whose residence is in this province. At present, grants are received from all the Atlantic governments contributed jointly to the Medical and Dental faculties and then re-distrib-

ed. Prior to 1938 Nova Scotia financed the operations of the Medical School completely on its own.

"Our main obstacle, like that of Dentistry, lies in the field of teachers and research workers. We don't know where we're going to get the money to pay the salaries required to obtain staff, when we consider the training they require and the competition from other Canadian and American universities. We have made a good deal of progress but our staff vacancies are still holding us back. We can be thankful for the good will and loyalty of the present staff which is allowing Dalhousie to maintain its standards—now rated as very good by the Liaison Survey Committee on Medical Education.

During the next year to 18 months a total of seven additional full-time professors will be required in the major courses in order to cope with the increasing joint med-dent studies that will be getting underway.

Contrary to the situation in Dentistry, Canada is turning out more Medical graduates (7-1 per year) than the United States (16-1). "Even at this rate", Dean Stewart emphasized, "we are going to need at least 65 Med graduates a year instead of the current 50 to cover the needs of our four Atlantic Provinces".

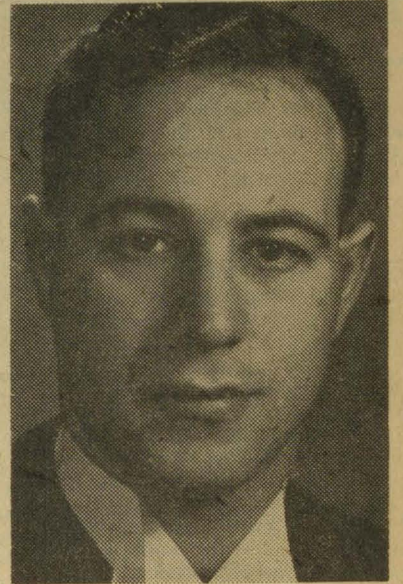
At present, there are some 50 Med students at Dalhousie from outside the Atlantic region—a temporary situation which arose several years ago due to a stiffening of Medical School entrance requirements. This is now down to five outside students per year making a total of about 25 "outsiders" but priority is still given to applicants in the Atlantic district followed by those applying from the West Indies—this is in keeping with a policy over the years to help areas much in need of medical personnel.

Dean Stewart had a pat on the back for the quality of grads being turned out today. "From 50 to 54 students graduate each year out of 58 and this makes a better percentage today than 20 years ago", he noted.

With the trend toward federal and provincial medical schemes becoming a reality, the head of Dalhousie's Medical School felt certain that the Doctors' income would not be hampered by any socialized health scheme. "The need today is as great as ever and our graduates go to work as soon as they complete their internship period unless they plan to undertake practice in another province, in which case they may run into a brief snag pending delay of about one month for Dominion exams results".

Although the cost of opening up an office for a general practitioner may run in the \$3,000 area compared with the dentists' \$7,000 opening costs, the latter is blessed with two years less academic study compared with the minimum eight years required to turn out a general practitioner.

Unlike their brethren, the Dentists, who are housed in more than adequate facilities, the Meds find themselves seriously in need of research quarters, additional Pathological facilities (which is their biggest current bottleneck) and may also require an addition to the Medical Science Building in the not too distant future.



by

MATT EPSTEIN
Post Graduate
Law Student

Dean Stewart was enthusiastic about research programs and post graduate work. Here, he pointed out, Dalhousie need take a back seat to no other university and noted that post graduate work for the general practitioner is being carried out in one of the most progressive and largest schemes in Canada. He further noted that good research programs were also underway but hampered by a definite need of research staffers. For this problem he had no immediate solution.

Going to Medical School is an expensive undertaking with tuition fees for Atlantic region students amounting to \$2,500 alone over the five years spent in Medical school. This compares with \$2,600 at McGill and \$2,000 at the University of Toronto, but each of the latter operate on a four-year system. Students who hail from beyond the regional frontiers are forced to dig into their coffers for an additional \$200 a year in order to find themselves placed on the Medical roster.

"Fortunately, no students have been required to withdraw because of finances", the Dean pointed out, "and we now have a \$10,000 Pfizer Drug Loan Fund and another existing loan fund of \$6,000. Students who are not able to get good-paying jobs, and this often happens, may borrow up to \$600 during their Medical studies.

"We are very much in need of increased scholarships and bursaries but the prospects aren't too bright".

From whichever direction the problems seem to stem, whether in the field of Medicine or Dentistry, the ever-needed "greenback" seemed to hold the eventual solution. With the funds available from the university plus proportionate and permanent grants from all Atlantic Provinces' treasuries, "a lot of manna from some heavenly source", and a little bit of luck, Dalhousie University's Medical and Dental Schools seemed assured of maintaining and retaining their enviable position amongst the leaders of the professional schools in Canada.

The University and The Study of Religion

Canon H. L. Puxley

President, University of King's College

"That courses in Religion should be incorporated in the Arts curriculum of every university"—so ran a resolution passed in one of the study commissions at the International Seminar of World University Service of Canada in 1956. The commission was composed of 17 students from 7 different countries (Canadians being the largest group) including all the main branches of Christianity, 2 Muslims, and a number of uncommitted "agnostics." This motley group had spent a total of 12 hours discussing "The University and Religion." At the first meeting, diversity of view ranged all the way from the feeling that religion had no place on the campus to a demand for compulsory courses in Christianity in all Canadian universities. By the end of the series of discussions unanimity was reached on the above resolution.

What were the grounds for this conclusion? So much has already been written and said on this subject that it is difficult to know what to select for an article of this length, particularly as the salient arguments are already so well known. However, the experience of the Seminar study commission indicates that there are still many students who have at least not fully digested these arguments, so that they may still be worth repeating.

Perhaps the better way of phrasing the question is: what have been the grounds for the virtual banishment of religion from Canadian university curricula? Even as recently as the day when this University of King's College was first chartered by George III, Theology was still "the queen of the sciences." Philosophy was her handmaid; classical languages were studied for the light they shed on the meaning of Scripture and the writing of the Fathers, and even mathematics and physics were still regarded primarily as aids to the understanding of God's plan for His universe. The statutes which, till a century ago, disabled any but Anglicans from entering the universities of Oxford and Cambridge bear quaint but eloquent testimony to the durability of the idea that the education of minds that had not first been instilled with right religious thinking was at best meaningless and at worst dangerous.

The antithesis, therefore, that higher education is only valid when it itself is completely "objective" and fed to minds unconditioned by religious prejudice is really still quite modern and revolutionary. The cult of objectivity is inseparably associated with "liberal humanism," the optimistic view of man which holds that, provided a man is

well enough educated, in the sense of having sufficient objective facts rather than opinions, at his disposal, he will ipso facto make the right choices and the right use of these facts. "Great is truth, and shall prevail."

This doctrine is still very appealing to the "western" mind. Its affinity with the ideas of social and political democracy and with freedom in general is obvious. It was, therefore, perhaps inevitable that it should by the turn of the century have become the dominant philosophy in the universities of those parts of the world where these concomitant ideas had taken firmest root. Unfortunately, however, the optimistic assumptions underlying liberal humanism have not been entirely borne out by history's most recent half-century. In the collective sphere, two "hot" wars, an apparently chronic "cold" war, and the still-remembered depression of the "dirty 30s," and in the individual sphere the mounting toll of mental illness in the democratic world, all challenge the basic assumption that man's increasing mastery of facts will inescapably help him to realize the good life.

Thus it is that within the lifetime of university students of today the cult of objectivity has begun to be called in question. A spate of literature, of which Moberly's "Crisis in the University" remains the primary text-book, has poured forth to question whether objectivity is even a valid concept, let alone a desideratum. Outside mathematics and physics (and even here has not a mere Artsman heard of something called "The Principle of Indeterminacy?"), where does one encounter "pure" fact divorced from opinion? Certainly not in history, and still less the social sciences, while the bankruptcy of such applied science as meteorology was amply demonstrated just last weekend! Facts are supposedly objective by definition; but knowledge presupposes a knower, and education, the imparting of knowledge, a teacher and taught, so that these terms, also by definition, become ineluctably subjective.

If in fact the very pursuit of objectivity becomes a will-o'-the-wisp, the foundations of the philosophy which has dominated university education in the West for three generations begin to shake. But this is only the beginning. For the blithe assumption that the mere accumulation of a sufficient store of "objective facts," or in other words sufficient education, would automatically lead man into the good life has always been vulnerable to logical assault. Such phrases as "the good life" or "right decisions" quite

obviously involve that extreme of subjectivity, the value judgement. If it is objected that I myself have set up the man of straw that I am now knocking down, I can only answer that I know of no way of phrasing the aim (subjective word!) of university education which does not involve the idea of value as well as fact. I remain open to correction.

The thesis of this article, then, is that objectivity in university education is illusory, that the area of pure fact is severely circumscribed, that the accumulation of facts as knowledge involves human agency which introduces subjectively (beautifully, if ironically, illustrated in the Principle of Indeterminacy in physics), and pre-eminently that the use to which knowledge is put constantly involves human judgements of value. From this it follows clearly that it is at least as important to educate men's ability to form valid judgements as their ability to ascertain and accumulate facts.

This conclusion appears so obvious that it is amazing that universities in the Western world have so long eschewed an entrance into this field of the study of norms. We have vestigial remains in courses in Ethics in Departments of Philosophy, but generally the cult of objectivity has desiccated such courses by banning enthusiasm or commitment. Actually, because of the impossibility of complete objectivity, teachers of Arts subjects, notably literature, the social sciences, philosophy, and history, have continued to show their individual predilections. So far from being ruled out of order, the man who has been most outspoken about his particular "weltanschauung" has generally attracted the greatest popularity, because a credo is always more attractive than bare fact—unless (in Canada) that weltanschauung has been Christianity! I understand that it is explicitly stated in the statutes of at least one State-supported university in Canada that any professor openly advocating any brand of Christianity in the classroom will be subject to penalty, though neither Marxism nor any other contemporary religion is similarly debarred.

Here immediately hackles rise: why this sudden introduction of Christianity into the argument? is not this an article on religion-in-general in university curricula? why a special plea for Christianity? Brevity demands a staccato answer which I will preface by a bold statement of the second half of my thesis: because "religion" in its broadest sense comprehends the systematization of all men's norma-

tive judgements, courses in religion are an essential part of the curriculum of the Faculty of Arts of any modern university, and because Canada has been cradled in Christianity, which remains the religion of the great majority of her people, a study of Christianity should enjoy the lion's share of the courses offered in this department in a Canadian university.

It will be noted first that attempt is made to demand for Christianity an exclusive position; courses in Comparative Religion, or even in the larger universities detailed courses in other individual religions, should be given a place. Dialectical Materialism might well rank second only to Christianity as the religion with which practical considerations demand that educated Canadian citizens should be fully acquainted at this juncture in the world's history. But because Canada remains at least nominally a Christian country, because more of its citizens are eager to profess Christianity than any other religion, and because the texture of Canadian life, and of her social, political, and cultural institutions, proclaims so loudly a Christian origin, it is of prime importance the intellectual elite of the country should be given more opportunity than at present for an intelligent study of the history and content of this particular faith. There is no suggestion that any of the courses offered will be required courses, so that the charge of proselytisation cannot be levelled against any university which implements this suggestion. A growing number of American universities have, of course, already implemented it, and it is high time that Canadian universities also began to offer similar facilities. The Faculty of Arts and Science of Dalhousie-King's made a beginning two years ago, when the heading "Religion" found its way into the curriculum section of the Calendar. How far was this innovation noticed?

Immediately, of course, the objection will be raised that Christianity cannot be taught objectively because the teacher will always be either a non-Christian, and therefore one who has not experienced what he himself is trying to convey, or a member of some particular school of Christianity. Apart from the fact, already alluded to, that we quite happily allow Economics to be taught by free-traders (or even Marxists), Political Science by Progressive Conservatives, and Philosophy by logical positivists, are we deterred from allowing a course in Musical Appreciation to be taken for credit by the danger that the teacher may be a secret devotee of Rock 'n' Roll. It is true that all fully-

committed Christians are called to be propagandists, or, as they would prefer to say, missionaries for their Faith; it is NOT true that it is even difficult to find among their number many qualified and ready to play the rules of the academic game, and show no more bias in the teaching of their subject than is shown every day in most of the Arts courses in the calendar.

The matter is urgent. Man needs a faith to live by, which the study of facts alone cannot supply. Yet our civilization enshrines eternal values. It is high time that we recognize these values as worthy of the same careful study that we give to the more commonplace subjects of today.

NEWS BRIEFS

Friday evening saw the students of Pine Hill Residence held their 51st Annual "At Home." Faculty exhibits followed by a chicken dinner preceded the impressive coronation of Barbara Ferguson as Pine Hill Queen. The evening concluded with a variety show featuring local and imported talent.

The Pine Hill formal was held the following evening. Chaisson's orchestra provided the music for some 75 couples who concluded a very pleasant evening with a buffet supper. Chaperones were the faculty and officials of Pine Hill College.

The Joseph Howe Prize for poetry and the James DeMille Prize for prose are being offered for submissions of poetry and prose respectively.

Announcements setting out the regulations for these prizes are posted on various bulletin boards. The deadline date is March 31.

Catholic Judges and Lawyers will be the subject of a talk by the Rev. F. L. Melanson, P.P., J.C.L., on Sunday, February 23, 8:30 at Newman Hall, 38 Windsor Street.

The second meeting of the newly formed Spanish group will meet Wednesday, Feb. 19 at 8:00 p.m. in Room 212 of the Arts Building.

An interesting cultural and social program has been planned. Dr. F. Moya will play recorded selections of Cuban music and refreshments will be served. All new members and friends are welcome to attend.

For Sale: A racoon coat in perfect condition for \$25.00. Phone 82-3259 Bedford.

Wednesday, Feb. 19—8:00 p.m.—Dal Moot Court. Dal vs. St. Mary's Debate. "That the study of humanities be subordinate to the study of science."

Dal—Negative—Alex Weir, Law, Halifax; Alade Akesode, Law, Nigeria.

Judges: Mr. Justice Currie, Dr. (Mrs.) Kitz, Dr. Corston, Pine Hill.

AUSTRALIAN LECTURER

Professor A. D. Hope, who is at present completing a tour of Canadian universities will give two lectures on Monday and Wednesday, February 24 and 26 in Room 21 of the Arts building.

Professor Hope is Head of the Department of English, University College, Canberra, and is a well-regarded novelist and poet. The subject of his first lecture is "Culture and Letters in Australia"; of his second lecture, "The Australian Novel."

SEMI-FINALS
N. S. INTERCOLLEGIATE
HOCKEY
Dal vs. Tech
Thursday and Saturday nights in the rink; two games, total points.

WHAT IS EDUCATION?

(from the Ubysey)

There is a school of thought which claims that education is primarily the communication of knowledge and ideas from one generation to the next. Others might translate this by saying that it is passing on what is best in our culture to the rising generation. The implication is that teaching is clever instruction or even the easy understanding and ideas easy to understand. This outlook, however, tends to confuse true education with information. Furthermore, it would imply that almost all education could be obtained from books once a person has learned to read.

True education, however, is not primarily the acquisition of information or even the easy understanding of ideas and knowledge, for knowledge and information are but the raw material of education. The real educational process comes only

when the student is required or stimulated or caused to think deeply, actively and long about knowledge, information and ideas.

True education cannot be said to have been accomplished until the thinking person has developed ideas, convictions and attitudes of his own. As a result of diligent thinking through and clever experiment with acquired material an educated person must develop wisdom and virtue. He must be able to use and select information. He must be able to apply it.

Through intellectual effort and emotional appreciation he must absorb great ideas into his whole being so that he becomes a better person and a wiser citizen as a result of the diligent thought acquired through experience, experiment and curiosity, as well as from direct instruction and books.

A good teacher leaves his pupils with a desire to improve on the culture of the past and with an ardent desire to experiment. A constructive and creative outlook is the end product in education, but there is no easy way of making sure this develops in every pupil, no matter how well endowed by nature.

A true educative process is by no means easy. Lecturing and instruction are relatively easy for the instructor, but they are often hard on the listener. Lecturing is not very educative because the listener tends to be passive and absorbent only. Real education goes on most effectively when the student is active, creative and highly motivated.

A great deal of good teaching is a subtle indirect way of putting others in situations which challenge them to put forth their best efforts. Teaching relies heavily on example,

on ingenious devices and on the artistry of clever human relations. It does not demand the skills of the popular demagogic orator. Put in another way, a clever teacher asks searching questions, he does not necessarily supply pat answers.

A university educates its students by providing laboratories and libraries, seminar rooms and discussion centres, in addition to the stimulus, persuasion and inspiration of a distinguished and experimentally minded staff. It also tries to provide an atmosphere and facilities conducive to the interchange of ideas and arguments between students themselves. Disputation over coffee may cause more cerebral activity than copying notes from a factual lecture.

—DEAN N. V. SCARFE,
College of Education,
University of B.C.

TIGERS TAKE 6-3 COMEBACK WIN; BUNTIN STARS WITH HAT-TRICK

By BILL RANKIN, Assistant Sports Editor

DAL SPORTS



Press Box Views

by Bill Rankin

Dalhousie's basketball and hockey varsity teams unofficially clinched second place in their respective Nova Scotia Intercollegiate leagues following the powerful St. Francis Xavier hoop and ice squads.

In the basketball wars the varsity team has compiled an impressive 6-2 record for 12 points receiving their only two losses of the season from the Xaverians. Friday night the Bengals tripped St. Mary's University 54-43 for their sixth victory thus clinching second place. In the semi-finals this week the same two teams will clash with the Bengals being heavy favorites to take the series in straight games.

Back on the other side of the fence in the ice lanes the hockey Tigers made an impressive comeback with a 6-3 win against the Acadia Axemen in Wolfville last Friday. The Bengals by virtue of this win against Acadia, coupled with Nova Scotia Technical College's loss against St. Francis Xavier last Saturday, have now clinched second place on the basis of their goals for and against (this is unofficial).

In the semi-finals of the Intercollegiate hockey wars the Tigers will face their old rivals Nova Scotia Tech and St. Francis Xavier will play Acadia. On the basis of the regular schedule play the Dal-Tech victory should be quite a battle. In their first encounter Tech eked out a slim 2-1 verdict but the Bengals evened the score in their second meeting, with a 10-5 comeback victory. The winner of this series is anybody's guess and I fear to make a prediction. But if you read my column the week of the Tech victory over Dal I predicted that the Tigers would defeat the Engineers in their next encounter and behold the prediction was correct. Thus if the Tigers stay clear of more serious injuries which have plagued them this year they should take the total goal series by about three goals but it is going to be a long rough road for the Bangals.

* * * *

PRINCE OF WALES WEEKEND BIG SUCCESS

University of King's College under the leadership of the boss (Fred Christie) entertained Prince of Wales College from Charlottetown, Prince Edward Island last weekend. The King's teams as well as gaining a fine reputation as excellent hosts captured two of three exhibition encounters against the Islanders.

In the opening event the King's hockey team eked out a 3-2 decision over the visitors which featured the desire to win a little more than hockey talent much to the enjoyment of the fans who watched the game with great interest and excitement.

The second encounter saw the Prince of Wales girls show a little too much speed and polish for the King's gals as they pounded out a 25-13 victory thus tying the conquests for the day at one apiece.

University of King's College sparked by their stellar rebounding man, Pete Wilson, dropped the Prince of Wales boys 42-39 in one of the better games seen on the Dal floor in many weeks. Both teams battled through the contest with neither teams gaining any substantial lead and with less than a minute to go King's were in the lead 40-39. PWC had at least two shots before King's regained control of the ball in the dying seconds of the game when Andy Andrews fired a set shot which clinched the victory by a 42-39 margin.

FOUND—While wandering through the various sporting palaces during the Prince of Wales weekend I found a pair of grey gloves on the scorer's table at the LeMarchant School gymnasium. Anyone wishing to reclaim these gloves either contact me or leave a note for me in the sports department notice box in the Gazette office and I will gladly return the gloves to their rightful owner.

TIGERS FIGHT TO 54-43 VICTORY FINISH SEASON IN SECOND SPOT

By ROD MACLENNAN

The varsity Tigers completed their regular schedule in the N.S. Intercollegiate Basketball League Friday night with hard-fought 54-43 victory over St. Mary's. At half-time the scoreboard read 25-21 in favor of the eventual winners who seemed to have some trouble finding their shooting eyes in the sparkling, up-to-date SMU gym.

At several points in the first frame, the Studley squad opened up a good lead only to have the wine and white boys come on to almost tie the score. The individual scoring for both teams was well distributed in the first half. The finale opened at a fast clip and the Tigers grabbed a 12-point lead at the eight-minute mark as Ernie Nickerson, Dave (Running Deer) Matheson and Fred Nicholson poured points through the cords for the black and gold. This lead was never relinquished by Al Thomas' hoopsters

despite the efforts of a game St. Mary's crew.

In the final tabulations, Ernie Nickerson emerged as high man with 13 points. Close behind was Mullane of St. Mary's with 12 and Dave Matheson and Basil Carew, each collecting 11. Bill White played smart ball as he guided the play of the Dal quintette from the backcourt. Referees Struan (Arpy) Robertson and Dunny Dunlop called a sharp game before a good crowd. The win put the record of the

Three Bays Cop Wins—King's

In interbay competition last week three of the four bays managed to step into the winner's circle, Radical Bay being the only one who failed to show.

In the interbay hockey loop the "Home of Champions" pulled a moral victory out of the fire as their seven players defeated Radical 8-5. Radical, while having the better team on paper, was unable to stop the smooth team work of Chapel's stalwarts such as Steele, MacCordick, Turnbull and Wentzell.

League-leading Fern Wentzell paced Chapel as he scored on five occasions. Two other goals for Chapel came off the stick of Geoff Steele, and MacCordick was credited with a singleton. The theologs' marksmen were Hatton picking up a pair, Harris, Isnor and Greg MacLeod.

Turning now to the basketball court, Middle Bay won over Radical by default and North Pole edged Chapel 41-34. Rev. Hazen and Jake MacInnis teamed up to swish for 14 points apiece thus accounting for more than half of the Eskimos' total points. For the losers, veteran Bill Marshall captured individual scoring honors of the night as he netted 17 points while rookie Rolly Lines potted 12.

Dalhousie Tigers sparked by Valley star Bill Buntain made a comeback rally to drop the Acadia Axemen 6-3 in Wolfville in a regularly scheduled Nova Scotia Intercollegiate hockey tilt last Friday night thus (unofficially) leaving the Bengals in second place.

Buntain fired home three markers including the tying goal and the goal which sent the Tigers into a lead which they never relinquished.

The Axement jumped into an early 2-0 lead when Coleman and Prescott slammed home two goals in the first ten and one half minutes of play in the first period taking a 2-0 lead, much to the joy of the home town Acadia rooters. Dalhousie's captain Murray Dewis cut the Axemen's lead in half when he picked the disc out of a scramble in front of the Acadia net and fired it past MacKenzie. Buntain tied the count at 2-2 when he connected at the 19:34 mark of the first period.

In the second period it was Bill Buntain who fired the only goal of the period thus sending the Tigers into a 3-2 lead.

In the third period John Graham boosted Dal's lead to two goals at 8:39 of the final frame. Graham, who was a standout all night for the Tigers, finally collected his goal after hitting the post in the second period with a terrific blast and then later on he was robbed by MacKenzie who made a spectacular save off Graham's blazing slapshot.

Buntain completed his hat trick at the 16:55 of the period when he and Dick Snow combined to give the Bengals a 5-2 lead. Murray Dewis scored his second goal of the game at 19 minutes. Speedster Wayne Dickson fired the final tally of the game ended when he and Prescott

swooped in all alone on Brown for Acadia's third and final goal thus giving the Bengals their fifth win by a 6-3 margin.

FIRST PERIOD

- 1—Acadia, Coleman 9:01
 - 2—Acadia, Prescott (Dickson, Dickie) 10:08
 - 3—Dal, Dewis (Sim, Snow) 14:52
 - 4—Dal, Buntain 19:34
- Penalties—Coleman, Corkum

SECOND PERIOD

- 5—Dal, Buntain (Hill) 12:50
- Penalties—Ferguson, Gardner, Corkum

THIRD PERIOD

- 6—Dal, Graham (Sim) 8:39
 - 7—Dal, Buntain (Snow) 16:55
 - 8—Dal, Dewis (LeMay) 19:00
 - 9—Acadia, Dickson (Prescott, Ferguson) 19:15
- Penalties—MacKenzie 2, Graham, Prescott, Coleman

STOPS

MacKenzie	.....	12	9	17	—	38
Brown	.....	5	5	5	—	15

Three Rinks Remain In Title Quest

Play has narrowed down to three rinks in the quest for Dalhousie's representative in the Maritime Intercollegiate curling bonspiel to be held at Mount A. on March 7 and 8.

As a result of last week's play, Harry Stevenson's rink of Dave Moon, mate, Al Beattie second and Rod MacLellan, lead, sets the pace with three straight wins. The other two remaining rinks skipped by John MacIntosh and Alex Campbell. In opening day's play Tuesday, Stevenson defeated Roy 9-3, MacIntosh only won three ends in defeating Nick Oxner 9-5, Campbell turned back Alex Weir 8-4 and Dave Silliphant came on strong to defeat Pete Corkum's rink 13-5. The four losing teams were thus eliminated. On Wednesday the four survivors hooked up in battle with the Stevenson-MacIntosh game the feature. Out to defend their championship, MacIntosh and rink of Dave Shaw, Bob Lusby and Nick Weatherston, went ahead twice in the early ends but faltered in the home stretch to lose an 8-3 decision. In the other game, Campbell held the upper hand throughout in downing Silliphant 7-3.

On Thursday, undefeated Campbell and Stevenson met in the best game of the playdowns to date. For seven ends the teams traded ones with Campbell leading 4-3 coming into the last end. On his last rock Stevenson took out Campbell's number one stone to tie three and win the game 6-4. MacIntosh eliminated Silliphant with a 7-5 win, three with the big break coming in the sixth end when Silliphant missed a three end.

MacIntosh and Campbell will now meet with the winner taking on Stevenson for the title. Should Stevenson win, it will be all over, but if they lose, another game will be necessary to decide our representative.

Scotians Romp Over Tigresses

On February 10, at Gorsebrook gym the Intermediate girls' basketball team met the Scotians in a rough and foul-filled game, losing by a score of 44-17. The Dal sextet started out slowly and rough, fast Scotians proved to be too much for them. Deciding to meet fire with fire, Dal picked up after the first half. However, due to poor shooting, they were outscored 19-8 in the last half. Jackson was high scorer for the winners with 18 points while

MacRae had a high of 7 points for the losers.

Dal: Boniuk 4, Hennessy 6, MacRae 7, Potter, Girvan, MacIntosh, Matheson, Mattinson.

Scotians: MacKay, J. 9, Jackson 18, McDermaid, Cox 1, Campbell 16, MacKay, M., Corkum, Husbands, Boyd, Smith.

Freshies Lead Girls B'Ball

In Inter-Class Girls' Basketball the Freshettes are presently in first place followed by the Seniors. Last Monday night saw the Seniors and Sophs battle it out in a closely-matched game which resulted in a win for the Seniors.

Standings:	W	L	Pts.	
Freshettes	3	1	6
Seniors	2	1	4
Sophs	1	1	2
Juniors	0	3	0

Sports Shorts

There will be an inter-faculty swimming meet on Wednesday night, February 19, starting at 7:30.

All interested call their faculty sports representative or Andy Burns at 3-8555.

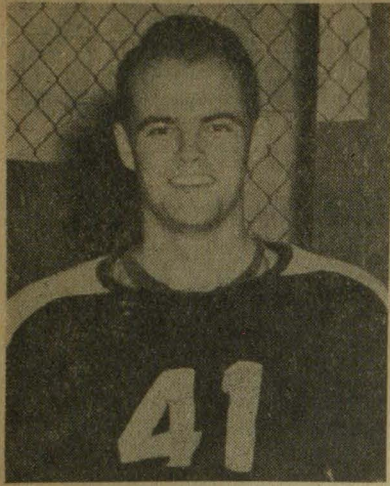
- Events will be:
- 40 yard Breast Stroke
 - 40 yard Free Style
 - 40 yard Back Stroke
 - Diving
 - 80 yard Free Style Relay
 - 60 yard Medley Relay

Varsity squad at 6 wins, 2 losses, in regular league play. This record leaves them solidly entrenched in second place in the league which means that the team will probably meet SMU in the semis of the loop playdowns.

Dal: White 6, Wickwire 10, Nicholson 10, Matheson 11, Nickerson 13, Schurman 4, Weatherston, Fisher—54.

SMU: Phenny 9, Walker 2, Mullane 12, Varaeggi 7, Shea 2, Carew 11, Murphy, Cooper—43.

DAAC President



Dewis

Murray Dewis. Murray was last year's DAAC president. He is now in his third year of Dentistry. Murray played hockey for King's for two years and then moved to Dal where he obtained his B.A. He has captained the Varsity hockey team for the past two years and has played for Dal for a total of three years. Murray's other big sports are tennis and golf.



Hill

Donnie Hill. A four-year man on the Varsity hockey team, Don is playing his last season. Don has been a standout every year that he has played and is currently near the top in scoring in the Intercollegiate hockey league. He is in his second year of Medicine and last year was a member-at-large of the DAAC executive. He is also an astute golf and tennis player.

OTHER CANDIDATES

Vice-President: Ian Drysdale, Deke Jones and Steve Thompson.

Secretary-Treasurer: Walter Fitzgerald and Ted Wickwire.

NEW CONTEST FOR DAL

Last Tuesday night marked Dal's first appearance in a Cross-Canada Intercollegiate Archery Tournament. Dal's team of Joanne Easton, Janice Hurlburt, Betty Willet and Jean McPhee racked up a total of 509 points. Their standing in the competition was not available at press time. The tournament, open to all colleges across Canada, was run on a most unique basis. A total of 72 arrows were shot from various yard distances; 24 shots were taken from 25 yds, 24 from 20 and 24 from 15.

Hurlburt was high for Dal with 200 points; followed by Willet with 147; Easton, McPhee, with 100 points respectively.

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St. John, N.B.
Truro, N.S.
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KING'S CAPTURES HOCKEY, BOY'S BASKETBALL vs PRINCE OF WALES

by Don Macleod and Bob Murray

KING'S 3, P.W.C. 2

King's Sports Weekend got underway Saturday afternoon, at the Dalhousie Rink with the King's squad edging the Prince of Wales team by a 3-2 score.

The play was rather sluggish during the first period but picked up considerably in the final two frames.

John Hamm opened the scoring for King's on a breakaway in the first period. P.W.C. tied it up in the second when Crane scored on a pass from Dingwell. In the final period Fern Wentzell scored twice for King's. P.W.C. fought back gamely and at the 17-minute mark Johnson scored for the Island team on a passing play with Balderson and Wood to close out the scoring.

P.W.C. 25; KING'S 13

Prince of Wales girls' basketball team triumphed over King's College girls playing at the LeMarchant St. gym. King's opened up a lead which was soon overcome. From then on the Blue and White hoopers could not match the P.W.C. girls.

Prince of Wales, led by J. Johnson and G. MacKinnon, who scored 4 points each, led 14-7 as the whistle blew to end the first half. Mary Jane Reed led King's in this half with 4 points.

In the final half the play roughened and Ada Riggs fouled out near the end of the game. M. MacNeil led P.W.C. girls in this half with 4 points. Nat Baker paced the King's girls with 4 points.

Eng's Trample Lawyers 7-1

Engineers continued their winning ways Tuesday defeating Law 7-1. Carl Day sparked the Engineer attack, picking up three goals and assisting on another.

The second period was very even. Both teams missed goals due to the fine goal-tending of Gary Malay in the Engineer goal and Dave Walker in Law goal. Dave Gates picked up the only goal of the period, for the Engineers on a slap shot from the blueline.

Andrew opened the scoring in the third period for the Engineers on a pass from Day. Allen finally put Law on the scoring sheet on a screen shot from the blue line. Day closed out the scoring for the game as he picked up two unassisted goals.

ENGINEERS, LAW FINISH FIRST IN BASKETBALL

FINAL STANDINGS

"A"			"B"		
	W	L		W	L
1—Engineers	5	0	1—Law	4	1
2—Law	4	1	2—Enginers	3	2
3—Dents	2	3	3—Arts & Science	3	2
4—Medicine	2	3	4—Medicine	3	2
5—Commerce	2	3	5—Pine Hill	2	3
6—Arts & Science	0	5	6—Commerce	0	5

Engineers won the "A" division of the Boys' inter-fac Basketball League last Saturday as they won by default over Commerce. Law placed second as they beat Med 34-29 and Dents tied for third with Commerce and Medicine as they ousted Arts & Science 37-33.

In the "B" section Law finished in first place defeating Med 29-23. Pine Hill upset Arts & Science 28-25 and Engineers won by default over Commerce.

Dent A: King 21, MacLeod 8, Green 4, Raddall 4, Brogan, Kamachi, Paturel.—37.

Arts & Science A: Farquhar 10, Nickerson 9, Cameron 9, Backman 3, Layton 2, Blumenthal.—33.

Law A: MacDonald 12, Hebb 9, Falconer 9, Homer 2, Clarke 2, Jones.—34.

Med A: Drysdale 17, MacKeen 5, MacGregor 4, Gladwin 3, Boniuk, C. MacDonald, DeRobbio, F. Mac-

P.W.C.: M. MacNeil 6, J. Johnson 6, G. MacKinnon 6, C. Hogan 5, N. Dewar 2, E. Anderson, W. MacDonald, J. Cudmore, L. Cameron.—25.

King's: M. Reed 6, N. Baker 6, S. Jones 1, N. Lee, E. Crane, I. Macintosh, L. Cutler, A. Riggs, E. Smith.—13.

KING'S 42; P.W.C. 39

King's College topped Prince of Wales College in the exhibition basketball game, played in the Dal gym on Saturday evening. The King's win avenged the defeat handed to them last year in Charlottetown. Led by Bob Hale and Pete Wilson, with 13 and 12 points respectively the Blue and White squad won 42-39. Top scorer for Prince of Wales was Larry Flack with 16 points.

In the first stanza the teams

matched basket for basket, but King's led 29-28 at half time. Pete Wilson led King's with 12 points, and Bob Hale stretched the cords for 9 points. Larry Flack and Jim White hit for 9 and 6 points respectively.

In the final 20 minutes the play became loose and both teams failed to play as well as in the first half. King's were headed by Hale and Andrews with 4 points apiece. Larry Flack again led Prince of Wales with 7 points.

Prince of Wales: L. Flack 16, R. Storey 7, J. White 6, R. McLean 4, H. MacLean 3, K. MacKenzie, 3, S. Rogers, P. McNutt.—39.

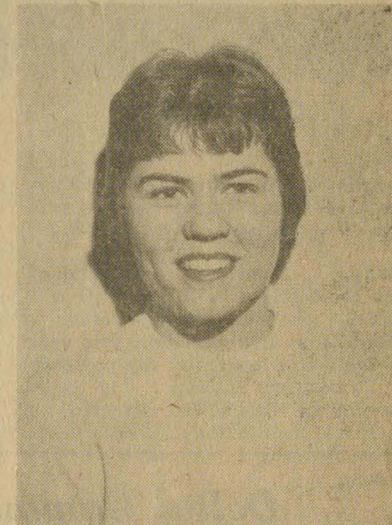
King's: B. Hale 13, P. Wilson 12, A. McCordick 6, N. Andrews 6, D. Dewar 4, S. Brister 1, E. Bain, J. Shortt, J. Hamm.—42.

Officials: J. Fortunato, D. Dunlop.

DGAC President



Bennett



Wilson

(Photo by Thomas.)

Nominated for President are Judy Wilson and Judith Bennett; for Vice-President, Janet Sinclair and Ethelda Brown. Peggy Baker was named Secretary by acclamation.

Judy Wilson is a member of the Varsity Basketball team, also the Tennis team and the Badminton team. She is also chairman of the

Publicity Committee, and on the Junior Class executive.

Judith Bennett is this year the Vice-President of the DGAC and plays Varsity Basketball. She is also the NFCUS committee, the Gazette staff, the Students' Council as Junior Girl and on the Sherriff Hall House Committee.

BENGALS HUMBLE NSAC; JV'S WIN ROUGH TILT

The Dal J.V.'s won their first exhibition game Monday night as they defeated Nova Scotia Agricultural College 6-4 in the Dal rink. The game was fast throughout with the Tabbies having a slight edge in play.

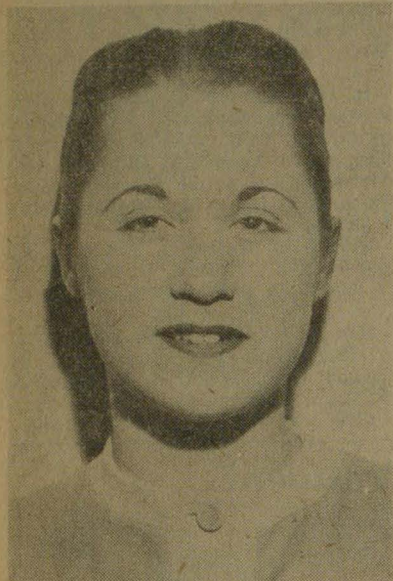
In the first period "Goog" Fitzgerald scored unassisted at the 7-minute mark to give Dal a 1-0 lead. Less than a minute later Fitzgerald got into a scrap with Balkan of the Agricultural College and both were rewarded with match misconducts for their efforts by referee Lovett. Fitzgerald loudly protested the decision, but he was unsuccessful and had to sit out the rest of the game. With just 32 seconds left in the period, Hope scored from McInnes to give Dal a two-goal lead.

In the second period, the boys from Truro came back strong as they scored twice to knot the score. The score remained tied until with two minutes left, Joe Martin picked up Fraser's rebound off the backboards and slipped the puck into the net.

John Lemay, varsity defenceman, led the scoring in the third period as he blinked the red light twice, the first assisted by Stu McInnis, the second by Hugh Fraser, to make the score read 5-3. Ernie (Rocket) Reid ended Dal's scoring as he combined with Hope and McInnes to make the final score read 6-4.

ELECTION NOMINATIONS

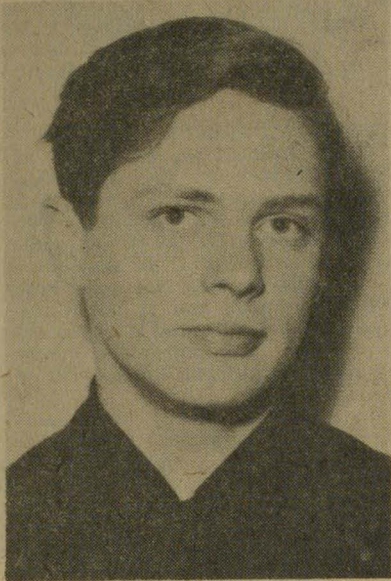
DGDS President



Julia Gosling

Julia Gosling and Sandy Clarke have been nominated for the position of President of the DGDS.

Julia, a third year Arts student, has been active in the executive of DGDS, being ex-officio member in 1956-57 and vice-president this year. As well, she has filled the positions of Dramatics Manager for Delta Gamma in 1955-56, has directed the dramatic productions for two years,



Sandy Clarke

—Photo by Thomas

an assistant director of "Finian's Rainbow."

Sandy, an Arts sophomore, is a member of the "Finian's Rainbow" cast, and is active in church choir groups and the Scotian Male Chorale.

Running for other positions are: Vice-President — Judy Jackson, Sidney Oland. Secretary—Ruth MacKenzie, Rick Quigley, Phoebe Redpath.

Delta Gamma President



Charlotte Gibson

Running for Delta Gamma president are Marg Sinclair and Charlotte Gibson.

Margie Sinclair is a Junior, and this year is Secretary-Treasurer of Delta Gamma and Secretary of the student chapter of the Chemical Institute of Canada. She is also a member of the Varsity basketball and ground hockey teams.



Margaret Sinclair

Charlotte Gibson is a second year Science student. She is active in DGAC and a member of the Intermediate ground hockey team. She is taking part in "Finian's Rainbow." This year she is Delta Gamma social director from Shirreff Hall.

Running for Delta Gamma secretary-treasurer are Helen Muir and Elliott Sutherland.

Candidates For Council Posts

During the past week, campus societies nominated their candidates for Council positions. Each society will vote on its own candidates in the forthcoming elections.

- Arts and Science:**
Sophomore Representative:
 Bill Dickson
 Pam Dewis
 Gregor Murray
Junior Girl:
 Mary MacDonald
 Phoebe Redpath
 Elliot Sutherland
Junior Boy:
 George Martell
 Sidney Oland
 Wally Turnbull
Senior Girl:
 Judith Bennett
 Margaret Sinclair
Senior Boy:
 Alan Fleming Peter Outhit
- Commerce:**
 Martin Farnsworth
 Bill Sommerville
- Dentistry:**
 George Travis
 (elected by acclamation)
- Engineering:**
 Carl Day Bob Ritcey
 Al Marble Doug Teed
- Law:**
 Ron Clarke
 Jack Davison
 Shirley Ramey
- Medicine: (elect two)**
 Isaac Boniuk
 Carl Dubiki
 Byron Reid
 Glacier Sommerville
- Pharmacy:**
 Ray MacMillan Dick Wedge

NFCUS Chairman



Stuart MacKinnon

Stu MacKinnon received his B.Sc. from Dal in 1955. While at Dal he served on the Student Council as Senior Boy, and was on the executive of DGDS, and held several leading roles in Glee Club productions. He was on the Gazette staff for three years, and also played inter-fac sports. He is now in first year Law.



Lew Smith

Lew Smith, a third year Commerce student, has been very active this year in NFCUS functions as chairman of the discount committee. Lew is manager of the varsity and J.V. basketball teams as well as taking an active role in interfac football and basketball. He participates in campus politics and is house manager of his fraternity.

Professor Waite To Show Slides Taken In Russia

Slides taken in Russia will be shown by Professor Peter Waite, on Wednesday, February 19, at 8:00 p.m., at Shirreff Hall. This showing has been arranged by the WUSC Committee, and will be open to both students and professors.

Elections for the coming year will be held at a meeting later this month, and all faculties will be advised of the date and place, so that they will be able to send representatives.

Professor Waite, a member of the History Department at Dal, toured Russia this past summer, and will speak on his experiences there, as well as show the slides.

Remember: Showing of slides of Russia on Wed., Feb. 19, at 8:00 p.m., at Shirreff Hall.

SCM Celebrates WSCF Sunday

On Sunday, February 16, 18 students from Dalhousie and King's were guests of Halifax city churches, as World's Student Christian Federation Sunday was commemorated. Students assisted in the reading of the Lesson, and led local congregations in special intercessory prayers for the work of the WSCF.

- Tues., Feb. 25:**
 ELECTIONS ECR
 Rm. 21 DGDS
 Gym. DGDS Dress Rehearsal
 Music Rm. DGDS
- Wed., Feb. 26:**
 Gym. DGDS Dress Rehearsal

News From Sodales

By FRAN STANFIELD

Each year Sodales conducts the MacDonald Oratorical contest open to all intercollegiate debaters of this year. The late Angus L. MacDonald has donated this award and established this contest to develop public speakers. This year the contest is on March 3 and the judges will be Professors Lederman, Aitchison and Clarke. The intercollegiate debaters who are eligible to participate are Margaret Doody, Geoffrey Steele, Derek Wiggs, Wendell Fulton, Alex Weir and Alade Akese. The winner is not to be announced until Munro Day.

Interfac debating is slowing down considerably with only a few teams left in the running. The following is the schedule for the next week, but is incomplete as some debates cannot be scheduled until several results are determined, so you may be notified that you are debating later in the week or the beginning of next week.

- Schedule:**
 Fulton & Leefe vs
 Alberstadt & Kimball
 Wed. Feb. 19—Law Reading Room
 1:30—Chairman: Gloria Reed
 Weir & Walker vs
 Winner of Feb. 19 debate
 Wed. Feb. 26—Law Reading Room
 1:30—Chairman: Gloria Reed

Bulletin Board

- Wed., Feb. 19:**
 WCR. 2-6 NFCUS
 Gym. 7:00 Basketball
 SCM Office 7-8 Bible Study
 Music Rm. Arts Bldg.—
 Orchestra Rehearsals
- Thurs., Feb. 20:**
 Rm. 130 12-1 Dalcom
 Rm. 12-1 SCM Lecture
 Rm. 21 7:00 DGDS
 Music Rm. 7:00 DGDS
 ECR. 9-1 Sophomore Party
- Fri., Feb. 21:**
 Gym Basketball
 Nova Scotian 9-1 Engineers' Ball
 Rm. 201 1:30-2:30 IVCF
 SCM Office 7-8—
 Education Study Group
 Music Rm. Arts Bldg.—
 Orchestra Rehearsals
- Sat., Feb. 22:**
 Gym. Basketball
 Rm. 21 DGDS
 Music Rm. DGDS
 Philosophy Seminar Rm. 12-1
 Existentialism Study Group
- Sun., Feb. 23:**
 Gym. DGDS
- Mon., Feb. 24:**
 Gym. 7:30 DGAC
 Music Rm. Arts Bldg.—
 Orchestral Rehearsal

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