

## casserole

a supplement section  
of the gateway

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Are you one of those poor souls living on the edge of poverty because you couldn't get a loan or grant this year? Brian MacDonald takes a look at the increasingly critical student money situation this week on C-3.

Another perennial headache is commented on by four professors with some fairly interesting solutions on centre spread—the teaching situation and the marking system.

Other goodies include a word-thought matrix on university government reprinted from the Brunswickan, assorted and miscellaneous photos from the boys down the hall and the following comment from that surreptitious snake, Harv G. Thomgirt: "May your bippy survive this sub-artic clime and enjoy a prolonged and fulfilled life."

# Matrix comments on university government

Reprinted from  
THE BRUNSWICKAN

By IP SE DIXIT  
BRUNSWICKAN STAFF

## 1. Ferment in the University

The ferment that has been taking place in the universities within recent years but reflects wider disturbances that must be expected to continue and to intensify in this revolutionary age. In Canada as elsewhere a higher degree of participation in university decisions by both faculty and students has come to be increasingly the prime desideratum within the academic community. The Commission shares with a wide constituency much that has been said and written on the subject in recent years.

—from the **Report of the Commission on the Future of the University**, Alfred G. Bailey, Chairman (published January 1, 1967).

## 2. The Need for a New Creed

A traditional system . . . may break up in two different ways. It may happen that the creeds and mental habits upon which the old regime was based give way to mere scepticism. . . Or it may happen that a new creed, involving new mental habits acquires a new hold over men, and at last becomes strong enough to substitute a government in harmony with the new convictions in place of one which is felt to have become obsolete. . . The adherents of a new creed are psychologically very different from ambitious adventurers, and their effects are apt to be more important and more permanent.

—from **Power**, by Bertrand Russell (1938).

## 3. The Spirit of Tolerance: A New Creed

By freedom I understand social conditions of such a kind that the expression of opinions and assertions about general and particular matters of knowledge will not involve dangers or serious disadvantages for him who expresses them. This freedom is indispensable. . . it must be guaranteed by law. But laws alone cannot guarantee freedom of expression; in order that every man may express his views without penalty there must be a spirit of tolerance in the entire population. Such an ideal of external

liberty can never be fully attained but must be sought unremittingly if scientific thought, and philosophical and creative thinking in general, are to be advanced as far as possible.

—from **On Freedom**, by Albert Einstein (1940).

## 4. The Learning of New Ideas

A person should always be alert to learn and practice new ideas and not to refuse to listen because he (mistakenly) feels the old methods will work.

—Prof. Allen Boone, Head, UNB Physics Department, published in **The Godivan** (October 1968).

## 5. Refusing to Listen: An Example of the Practice of Ignorance

On the night of October 29 . . . a crowd of about 50 UNB students . . . screaming "Kill Strax", "Strangle Strax", "Queers", and other slogans outside a window of Loring Bailey Hall, the physics and biology building at UNB. When a girl appeared in the window, several of them shouted "Get out of there you slut."

As the group increased its volume, it became collectively braver and a few of them threw beer bottles at the building. At least one bottle smashed against the red brick wall. Then one hit the window of Room 130, and the pane broke. The others hit the window, and more glass smashed.

—from this column, in the **Brunswickan** (November 5, 1968).

## 6. Self-destructive Solutions

There is always the understandable temptation to seek negative and self-destructive solutions. Some seek a passive way out by yielding to the feeling of inferiority . . . or by turning to the escape valves of narcotics and alcohol. Others seek a different way out. Through antisocial behavior, overt delinquency and gang warfare, they release their pent-up vindictiveness on the whole.

—from **Where Do We Go From Here: Chaos or Community**, by Martin Luther King, Jr. (1967).

## 7. Blood and Peace

Stoop Romans, stoop.  
And let us bathe our hands in Caesar's blood  
Up to the elbows, and besmear

our swords;

Then walk we forth, even to the market place,

And waving our red weapons o'er our heads,

Let's all cry, peace, freedom and liberty!

—Brutus, from **Julius Caesar** (Act III, Scene I) by William Shakespeare.

## 8. Justice or Destruction

And the king said, Bring me a sword. And they brought a sword before the king.

And the king said, Divide the living child in two, and give half to the one, and half to the other.

Then spake the woman whose the child was unto the king, for her bowels yearned upon her son, and she said, O my lord, give her the living child, and in no wise slay it. But the other said, let it be neither mine nor thine, but divide it.

—from **I Kings**, Chapter IV.

## 9. Co-operation or Conflict

In a civilized society there is the choice between construction and chaos, between communication and ignorance, and between co-operation and conflict.

—Gary Davis, at the SUB Cornerstone Ceremony, broadcast on Radio UNB October 9, 1968.

## 10. Hate is a Contagion

The assassination of President Kennedy killed not only a man but a complex of illusions. It demolished the myth that hate and violence can be confined in an airtight chamber to be employed against but a few. Suddenly the truth was revealed that hate is a contagion; that it grows and spreads as a disease; that no society is so healthy that it can automatically maintain its immunity. If a smallpox epidemic had been raging in the South, President Kennedy would have been urged to avoid the area. There was a plague afflicting the South, but its perils were not perceived.

—from **Why We Can't Wait**, by Dr. Martin Luther King, Jr. (1964).

## 11. Restraining the Violent

We believe that it is a hard core of agitators, devil-may-cares and out-and-out criminals who are making life miserable for the rest of the people. It is this hard core

that has to be restrained, and those in authority should not hesitate to use every means in their power to restore order and sanity.

—from **Crime** (an editorial), **Fredrickton Gleaner** (October 21, 1968).

## 12. The Dormant Plague

And indeed, as he listened to the cries of joy rising from the town, Rieux remembered that such joy is always imperilled. He knew what those jubilant crowds did not know but could have learned from books: that the plague bacillus never dies or disappears for good; that it can lie dormant for years and years in furniture and linen chests; that it bides its time in bedrooms, cellars, trunks, and bookshelves; and that perhaps the day would come when, for the bane and enlightenment of men, it roused up its rats again and sent them forth to die in a happy city.

—from **The Plague**, by Albert Camus (1946).

## 13. Diagnosis and Cure: A New Form of Government

. . . all men are created equal (and) are endowed . . . with certain inalienable Rights, (and) among these are Life, Liberty, and the pursuit of Happiness . . . (and) whenever any Form of Government becomes destructive of these ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

—from **The Unanimous Declaration of the Thirteen United States of America** (July 4, 1776).

**TEACHERS WANTED**  
by the  
**Edmonton Separate School Board**  
for  
**SEPTEMBER 1969**

Teachers who hold an Alberta teaching certificate or anticipate certification by September 1969 are being interviewed at the Student Placement Office, 4th Floor, Students' Union Building, Phone 432-4291 on January 21, 22, 23, 24, February 10, 11, 12, 13, 14, 1969; or any time at the School Board Office, 9807 - 106 Street. Please phone 429-2751 for an appointment.

**Con/Fusion strikes —**  
**Jan. 28 — Feb. 1**

## Attention Teachers!

Teachers who are interested in making application for teaching positions in Calgary Public School District No. 19 should contact Head Office, The Alberta Teachers' Association, 11010 - 142 Street, Edmonton, Alberta to determine the current status of the present contract dispute.

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