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Stories by
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DEAD-END OBSESSION

"Nursing, physical education, engineering, commerce, . . . all the technical and professional schools should be put in vocational colleges. You leave the faculty of arts and science—that is the University," Dr. E. J. Hansen, head of the Department of Political Economy feels that a university should be a place where people are not concerned about their vocations. "You want to do more than prepare the student for the first job he is going to get."

The ideal university today would have to be a restricted number of graduate students and professors who are dedicated to research for the discovery of new knowledge and the evolving of new ideas. The most important

bility to meet changing conditions. With such an education a student will not end up with a "dead-end" job, obsessed only with the technical aspects of his work and unable to really communicate with people.

Dr. Hansen feels that our University tends to stress engineering and science type studies. As a result, too many students in their first years are rushing into a specialized program. They should take two or three years of liberal arts before they decide to specialize.

The trend toward professional training has carried through even to arts where graduate studies are expected to produce professional sociologists, historians, etc. "The University is becoming a graduate and professional school. Less prominence is being given to undergraduates." Dr. Hansen thus feels

IN A CLOSE ATMOSPHERE

thing is for the students and faculty to exchange ideas in a close atmosphere. This is possible only at the graduate level where numbers may be restricted.

Dr. Hansen feels, however, that in our University, as in our society, there is a growing trend toward specialization, and necessarily so. "Your competence in a field is proved by a Ph.D. Students, however, should also be trained in view of what they will be doing twenty years from now. They will be leaders in government, business, and community affairs."

A curriculum which includes liberal arts courses will give a student a larger vision and more flexi-

PEOPLE WILL PAY

that we would benefit by having liberal arts colleges where the teaching of undergraduates would be emphasized in the discussion of ideas which have been developed. The development of new knowledge would then be left to the graduate students in a university.

Society demands specialization but it does not seem to recognize the need for a broad education for the specialists. In the arts faculties, money is not available, while in the technical studies people will pay for practicability, at the expense of the ideal.

PRAY AWAY A HURRICANE

"The old classical ideal, learning for its own sake, may have been but an ideal, even in the days of Plato," said Dr. Hirabayashi, professor of sociology, with a good-humored smile. He seemed to suspect that Plato may have "pushed" the idea to stimulate curiosity among his own students. We can't be sure what the students' motives were at all.

Today everyone is convinced that our universities are becoming too technical. "The big problem," says Dr. Hirabayashi, "is not to abhor technology, but to make use of the great opportunities science gives us." Science and specialized studies have helped us to develop beyond the

PLATO'S PUSH

ideal of Plato's day to one more suitable to our present world. "When it rained, Socrates didn't hold classes. We control the weather, within our buildings at least, by using our technical knowledge."

"Perhaps this is becoming a 'push-button' world, but it takes intelligence to know how, why, and when, even to push a button. The University as it is today teaches this understanding so that we can master machines; we need even more technical knowledge so we can exploit our advances."

"We must also, however, consider social relations and personalities, and be careful not to aggravate them by science." Dr. Hirabayashi shared the common view that we should put increasing emphasis on a balanced program. "The fundamental aim of a University should be to utilize knowledge with respect to human goals which science ignores for method, accuracy, and objectivity."

"At present there is a danger

that we study science for its own sake, he admitted. "It should be applied. Physical science can't solve social problems, any more than an emotional reaction will solve a physical catastrophe. Praying won't alter the course of a hurricane; a scientist would suggest evacuation."

"We must keep science in our university because it is the best method we have for getting the best answers. In training technicians, however, Dr. Hirabayashi cautioned against producing people who are only manipulators, as engineers may become. Their need for a broad education should not be ignored. University should prepare them for human relations work, and intelligent social discussion.

"After all, they are going to be citizens, just like anyone else." Uni-

PROF CONTRIBUTES NOTHING

versity should be a broadening intellectual exercise as well as a professional training for them.

In the same way, the intelligent citizen in a scientific culture such as ours needs some knowledge of science also. This way, machines will be the tools, not the masters, of men.

"The professional schools do have a place on our campus, but the arts building, library, and the Students Union Building should be the centre of the campus and of the university, convenient to all. The professional and technical schools belong on the fringes of a campus." Dr. Hirabayashi feels the University would thus be a broad institute of learning, "but its fundamental core must be arts."

"An integrated university education should produce the most

equipped, efficient man which the University can contribute to our world. "The problem is, however that students don't seem to come here because they are curious. There is no independent seeking, although the university is a place where certain interests could be exploited by the student.

He seemed rather disappointed at the complacency with which students accept a professor's lectures. "If a professor contributes nothing during a lecture, the students should show their disapproval. Instead, they will probably pass it off as a 'snap' course." Actually, he pointed out, the students could have tremendous control, if they cared to exercise it. "It may be the fault of the school, the university, or the community, but the curiosity for learning is not there."

Dr. Hirabayashi believed there was no ready answer to the problem, but

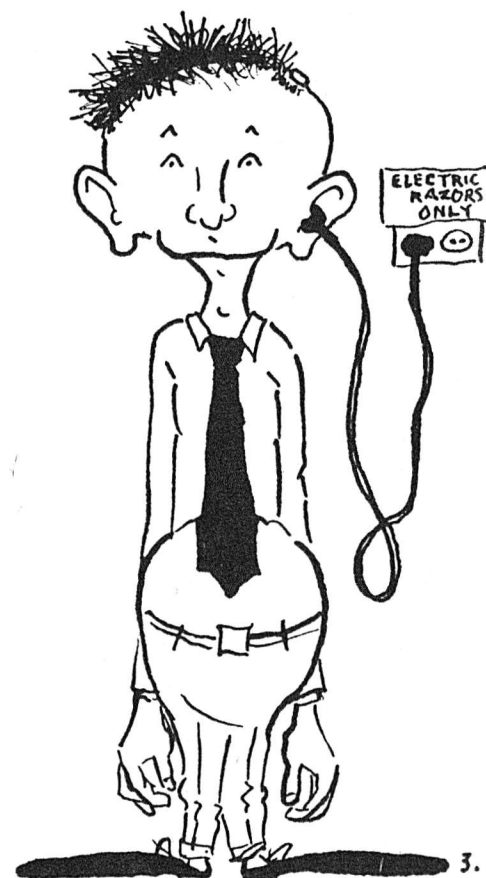
ADMINISTRATIVE PROPS

that it was a question for research. "The university is taking hold of some of these problems," he admitted.

In a university, the greatest emphasis should be on the inter-relationship between the professor and the student.

"All other aspects of a university—the administration, the deans, the students' union, the janitors, the librarians—should be props to facilitate this relationship." They are here to serve us and have no importance in themselves.

If this inter-relationship is fostered it will produce modern man, equipped both culturally and technically to master his world intelligently.



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