

Finally we get back to that examination we promised, of the IDEAL UNIVERSITY. With this issue, second in our series, we touch on some of the aspects of university life that you don't find in the lecture room.

We asked about school spirit: what is it? Is it any good? We look into the psychology of identification and the sociology of athletics. (Our sport-type sociology advocate ranges over an amazing variety of topics.) Our Fifth Columnist's ideas run from high-school background to sherry parties.

Diverse? Yes. Nebulous? I s'pose. The common denominator is our overall query: What do we want out of university?

B.L.

SPIRIT

SPONTANEOUS SPIRIT

by Elan Galper

The same principles applying to college spirit apply to a country. Nationalism can never sprout without being accompanied by a certain degree of snobbishness and pride, often manifested in its extreme, chauvinistic form.

Besides pride, nationalism is also influenced by a common background of history. These facets of nationalism, I feel, apply well also to a university. One cannot have a strong, binding spirit or loyalty without the belief that his alma mater is one of the best in the country, and that it merits his feeling of pride.

The spirit of any college is helped, as well, by a long tradition. It is quite difficult for someone, no matter how stolid and immovable, to walk down a long corridor covered

"a mere puny one in a crowd of many"

with the pictures of fifty or so graduating classes and not feel that he is treading on hallowed ground.

However, the biggest factor in the existence of a "school spirit" is unity. In order for a group spirit to be strong and lasting, there must be a unifying common purpose or goal permeating each individual of that group. This is hard to achieve in a large, multi-sided conglomerate

of people so different in background and interests, such as exists in any big, unrestricted and heterogeneous organization. In an organization with so many members, it is hard to find common denominators or unifying interests which will be prominent in all.

This lack of unity creates a disunity in spirit, unless someone tries to create spirit artificially and de-

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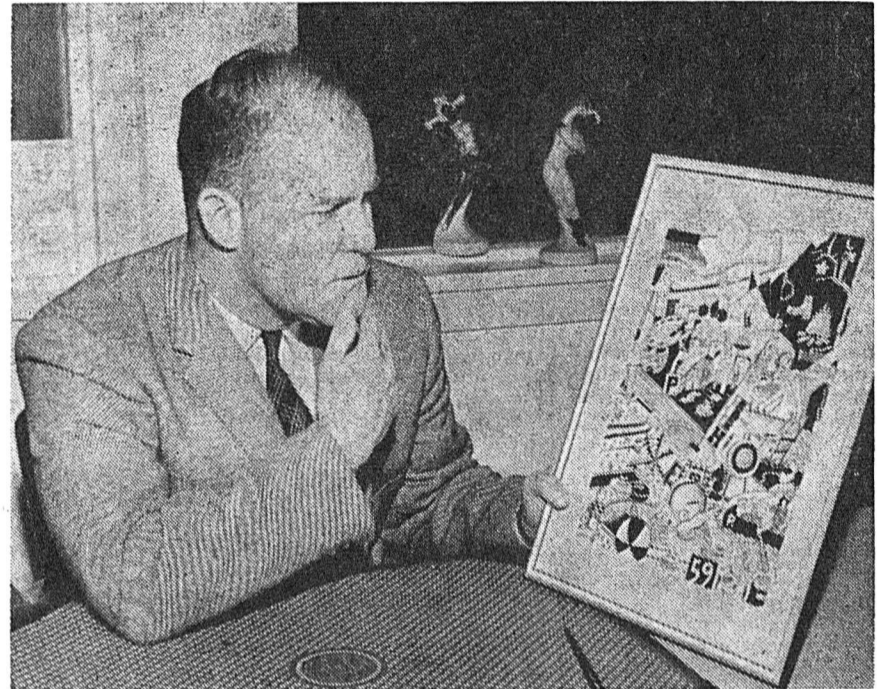
prive individuals of their individuality and personal rights, as is currently being done in Russia.

School spirit must be genuine and spontaneous. It must serve every individual in the group and bring out his best qualities and interests. It must never make a person feel as if he were a tiny unit in a mighty ocean of people; a mere puny "one" in a crowd of "many": reduced to the rank of a dry, impersonal statistic.

On the above arguments I shall rest my claim that as the university grows in size and numbers, the spirit will not tend to increase. Perhaps only the glory which comes with a long, illustrious history will prevent it from vanishing altogether.

THORNS FROM THE ROSE

Our society is dedicated to perpetuating adolescence.



ATHLETICS' AFFLECK and his ABSTRACTIONS . . .

photo by Al Nishimura

STEREOTYPED SPECTATORS

by Kathy Showalter

Are you a sport or an intellect? There seems to be a general trend in popular thought to regard people, especially in university circles, as one or the other.

"I don't want to be stereotyped" declared Al Affleck when questioned about his views of university life. He pointed out that British students—even the greatest intellects—do not think it out of character to be out romping on a playing field. Classicists admire the Greek balance of intellectual and athletic pursuits but they are the first to stereotype

"... ingesting knowledge instead of just stock-piling . . ."

people in athletics as something anti-intellectual. "This does not necessarily follow."

This leaves no room for a man to become a little bit of a participant. In an age of specialization, there is an increasing dichotomy between mind and body. Barriers are natural to justify this attitude.

"We have a tremendous organization in our society, through schools and social life, convincing us that we should be dutiful spectators. If we were out Saturday night playing soccer under lights at 38 years of age, it would undermine the financial backing of the professional league."

If a boy fails to make the high-school team, he writes himself off as a has-been and either rejects athletics altogether or gets his kicks out of being a spectator.

Relatively few students get one and a half hours of running-type activity in a week. "The planning of the university doesn't appear to regard this as significant."

"How many good brains are lost to society due to the fact that they are not involved in something sufficiently active?" Mr. Affleck went on to point out that a person who says he has no time for activities may later succumb to ulcers, and if forced then to take up activities for his health, will just add to his tensions. The intellectual and persuasive power of the elite is not used to seeing this problem in its larger social context.

We have the huge complex of the university hospital trying to give us better health, the engineering faculty, working for a better environment, the department of agriculture trying to find better food and sociologists studying the cultural factors of health. "We have become so sophisticated in our approaches that we have forgotten the importance of such elementary things as flat playing space."

"There is too great a tendency to let executives do all the work while others go along in a parastic manner." Participation is important

AND SPORTS