

It looks like a deserted country road. But actually its the road leading up to Evaristus from Seaton.

One Village — Two Worlds



The Mount will host a hunger meal on March 16 in support of Development and Peace. The meal will be preceded by an evening Mass. The purpose of the meal and the accompanying exhibit is to "tell it like it is."

The exhibit, to be shown in the gym, will be supplemented by a half-hour audio-visual presentation entitled, "One Village - Two Worlds." It will present a two sided image -- on one side the extreme poverty of some areas of the world -- on the other side how these people help themselves and of how organizations like Development and Peace, are modernizing and developing these countries.

Development and Peace is a non-missionary organization set up by Catholic bishops and interested laymen across Canada. Its purpose is to provide funds for self-help projects in underdeveloped countries. Projects include such things as the setting up of newspapers; leadership programs; schools, agriculture, and so on, as well as sending farm equipment and medical supplies to these countries. \$1500,000 was sent to Biafra last year.

Money is raised for Development and Peace through various campaigns throughout the Lenten period. Projects such as the rice meal on March 16.

Everyone is invited to attend the rice meal. For further information contact Marilyn Hutchings.

Will they try it again

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Vice-President.Elizabeth MacKinnon	Non - Resident Representative.Debby Thomas	tives:
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The jolly game of musical council

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Summer Jobs and the Canadian Student

by David Black
CUS Secretariat

Students who found it difficult to obtain summer employment last year will find it even harder this summer.

The prospects for student employment are dimmer since last year's low. A number of economic realities reveal our position:

- * approximately 30-40% of Canadian students were effectively unemployed last summer
- * the overall unemployment rate has shown an unusual increase during the winter
- * there are no precise figures on student employment and no plans to handle the summer's rush on jobs this year

The Dominion Bureau of Statistics says 74,000 persons between ages 14-19 were unemployed last summer. This includes only part of all students seeking jobs.

In 1967-68 there were 237,000 undergraduates in Canada (DBS); add to this all graduate students and members of community colleges, technical schools etc, and the increase in this year's enrollment -- there just aren't enough jobs.

Manpower has no statistics on students entering the work force, when, for how long, etc, the government agency claims to have found 17,000 jobs last year once it had set up special services to handle the unexpected demand. (This figure includes such jobs as two or three hours a week cutting grass).

Although last year's situation was described as unusual -- it was reported that some 2,700 women with BA's were unemployed in Toronto alone --

there don't appear to be any more opportunities opening up in 1969.

Coupled with increasing unemployment figures, summer student employment could effectively disappear.

The job shortage will force students to rely increasingly on loans and awards to finance their education. The loans plan was designed to supplement student summer earnings. If the amount of part-time and summer work has been permanently reduced, a new approach will have to be developed.

After combining the accent on student contributions, the generally low amount available in awards and the rising cost of living, a significant number of students may have to defer their education. In any case, the goal of the federal-provincial loans plan -- "to ensure that all who are capable can continue their education" -- will not be fulfilled. Unless a basically different stance is taken, a number of solutions appear possible:

(1) The loans-awards program be greatly expanded. This entails more money from already hard pressed government revenues. The money would have to come from increased taxes; though not necessarily from that tax base already over-taxed -- i.e. it is possible to increase taxes on a more equitable basis with the implementation of the Carter Report and a tax increase to larger corporations (specifically mining and oil companies).

(2) Implementation of mammoth summer work projects for students. This could involve a CYC-style program allowing students to work during the summer on various community projects and have this

credited toward increased financial aid at university. Again, money is coming from government funds, though with an input of real work on the part of the student and a contribution from community or private enterprise.

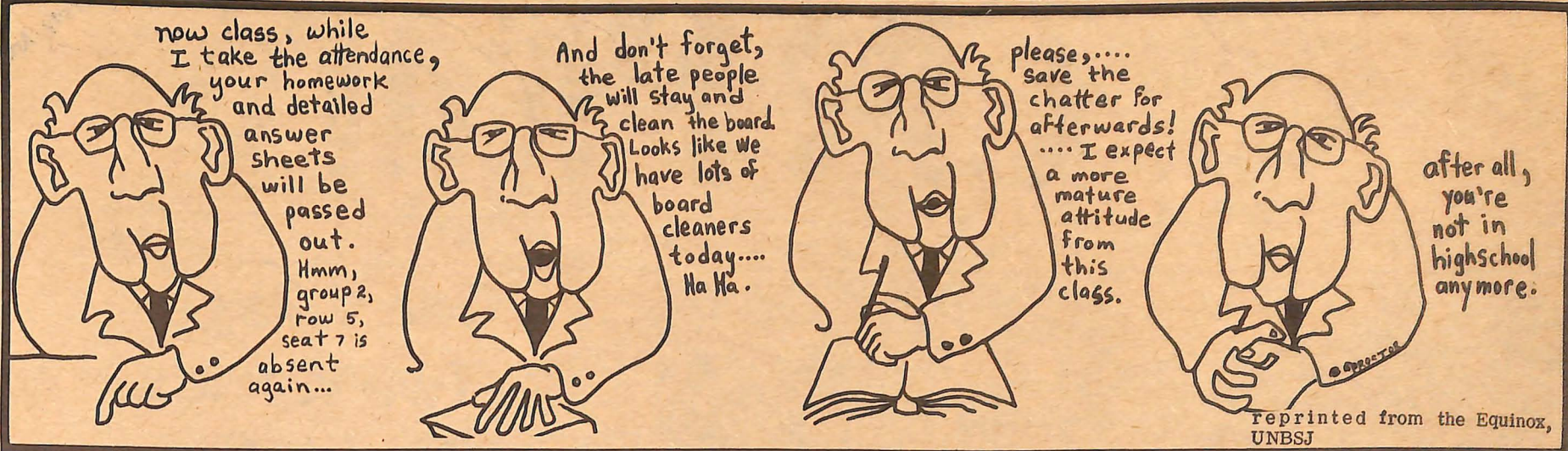
(3) Operation of universities on a tri-mester basis. This has certain obvious attractions (more students in less time; better use of basic facilities) but would require greater expenditure than an increase loans and awards. It would involve greater university operating costs and a simultaneous cut-back on student summer earnings (if they are in fact available).

(4) Governmental policies aimed at full employment -- the simplest and most obvious solution. Full employment is possible.

Canadians still lack many of the necessities of life (housing, food, medical assistance) and they can be supplied. The unemployed could be engaged in filling these needs if the government initiated the proper programs. And full employment policies, would automatically raise tax revenues.

However, any solution to the present student employment problem will only come about after pressure is concentrated on government (federal and provincial). Demands should centre about summer employment and loans-awards programs but should always take into account where the revenue is to come from to support new projects. Students can no longer afford to alienate that sector of the population which is presently overtaxed (those earning under \$10,000) and should integrate their demands with those aimed

--Continued on Page 3--



PANEL ON SEX

By GLORIA AMIREAULT
Aspects of the sexual revolution was the topic under consideration at a panel discussion sponsored by the nursing faculty. Panelists included Mrs. L. Moir, housewife; Mr. F. Dockrill, psychology professor at Saint Mary's University; Dr. Cudmore, Dalhousie Medical School; and Father Mabey, philosophy professor at the Mount. Mrs. Usmani, as chairman, added to the enthusiasm shown by everyone present.

During the discussion the question of whether the cause of the sexual revolution was a rebellion against Victorian Puritanistic ideas was discussed. A process involving a greater perception on the part of the members of society.

From a philosophical view-

point, the topic was attacked on the level of attitudes and ideas and it was generally assumed that the difficulty arises from sexuality itself. It was questioned whether the problem was really revolution or revelation on the basis that the ideology of sex is missing; this ideology would be a requirement for revolution. In line with this, sexual social problems were brought to light, such as the rise in illegitimacy, the increasing incidence of venereal diseases and the long reaching psychological effects of pre-marital sex.

Questions raised by the audience centered around the individual's rights in matters pertaining mainly to legal abortion and contraception. Although no solution or consensus was reached the diverse views proved quite interesting.



Nun Nu Thanh Quang set herself on fire in June, 1966, to protest against the American invasion of Viet Nam. The Western press treated her death with a morbid curiosity. When Jan Palach set himself on fire in January, 1969, to protest against the Russian invasion of Czechoslovakia, the Western press made him an international hero.

THE STUDENT

WATERLOO (CUP)-- The University of Waterloo student council Feb. 24, allotted \$10,000 bail money to be forwarded to students arrested at Sir George Williams University earlier this month.

The motion passed overwhelmingly and brought cheers and applause from some 250 student spectators.

The council voted the money and condemned the Canadian bail system after a Toronto area student arrested in the computer centre addressed them.

He said the high bail set in Montreal courts totalled over \$100,000 and many of the people arrested could not raise enough money to bail themselves out.

As one student councillor said: "It's not the issue whether the demonstrators were right or wrong that's in question. It's our duty as students to help these kids out of jail."

Values, Change, and the Student

MONTREAL (CUP) - Court action resulting from the violent uproar at Sir George Williams University earlier this month will drag well into the spring after Municipal Court Justice Emmett J. MacManomy Wednesday set back preliminary hearings for 76 of the accused to April 14.

He also refused bail again to eight of the accused despite appeals and protests from defense lawyers. The eight faced preliminary hearing on March 5.

Charges were dropped against two more persons February 26, making a total of three people freed since their arrest February 11. The university counsel, asked for their release following his announcement that he had no proof to substantiate the conspiracy charges against the two.

Another of the accused, Robert Williams, was arrested again Wednesday after being released on bail. The immigration department ordered his detention on charges of illegal entry into the country.

Two McGill University students arrested in the computer centre had their preliminary hearings postponed until May 12 to avoid conflict with their year-end examinations.

JOBS ABROAD

In their quest for an unique cultural experience abroad, learning a language, meeting people and living in Europe as Europeans do, over one thousand American and Canadian students came into Europe to work this year. These students were participants in the JOBS ABROAD culture-work program sponsored jointly by the International Society for Training and Culture located at 866 United Nations Plaza, New York City, and the International Student Information Service, located at 133 Rue Hotel des Monnaies, Brussels, Belgium.

Students who are enrolled in this program are able to choose from several foreign speaking areas that cover more than fifteen countries. They may choose from nine job categories which range from restaurants, hotel and resort work to farm and factory employment. For students who do not speak a foreign language but who are still interested in European culture, there are several



Table setting at a Swiss chalet.

countries available where English can be spoken.

Both summer and year-round programs are available. For complete details on JOBS ABROAD Program, including additional information and applications, write either ISTC, New York or to ISIS, Brussels for the new JOBS ABROAD magazine.

by Brian Delong
Mount Allison University

Students from eleven Maritime Universities met on March 2 at Mount Allison University, Sackville, New Brunswick, to discuss the planning of a student conference dealing with "Values, Changes and Action" - '69: Prerequisites for development in the Atlantic Region, which is to be held on October 24-26 at Memramcook Institute near Sackville, New Brunswick.

This conference will center around the human aspects of development as seen with respect to the psychological, social, economic and political orientation of the Atlantic provinces.

The guidelines along which the conference will move will center around the questions: Who are we as the Atlantic provinces, Where do we stand economically and socially as related to the other provinces of Canada, and where

we do go from here in terms of Atlantic development.

The Honourable Jean Marchand - Minister of Regional Development and Laurie Lapierre - Director of French Canada Studies Program at McGill University have indicated their interest in this conference and are being considered as major resource persons. The conference will be as bilingual as possible and the emphasis will be on small groups encountered with twenty key resource persons from the Atlantic area.

It is hoped that this conference will lead to an awareness among students of the problems and potential of the area and the necessity for maritime initiative to solve our own problems.

Christian Students' Organizations on the various campuses are sponsoring the conference and pre-conference study will be undertaken by the delegates on their own campuses.

All university students who are interested are encouraged either to make application through their student councils or through the branch of the Christian Student Movement which is active on their campuses.

THE PICARO

The Picaro is the official student newspaper of Mount Saint Vincent University published during the academic year. Its aim is to promote the best interests of the students. The opinions expressed here are those of the editors and writers and not necessarily those of the Student Council and the University. The Picaro is published every second Tuesday when we have any money. Contributions, both monetary and journalistic, are always appreciated.

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Home Ec. seniors entertain children from the Home for Coloured Children. Pictured with Cynthia McPhillip are three of the 14 children who ranged in age from five to eleven.

PROGRAMMED LEARNING

By SHARON MILLIE

Imagine, if you can, a classroom with a teacher and approximately thirty pupils. It is nine o'clock and time for arithmetic. The teacher sits at a desk with a clock in front of her. She tells the children to begin. They switch on their machines — wait a minute — machines?

The scene may well happen and indeed, be quite common in classrooms of the future. But the general principles behind teaching machines or programmed learning, as it is called, are not new.

The history of teaching machines is over one hundred years old. Pressey was the first to attempt to popularize the use of teaching machines during the twenties but programmed learning had to wait for B.F. Skinner in the fifties before educators would even consider it as an appropriate tool in the classroom.

It must be emphasized, that no one wants to replace the teacher in the classroom. The teaching machine is designed as an aid to the teacher and a help to the student. Tomorrow's children will not be taught solely by computers. The human element is important. But teaching machines do have several distinct advantages. The teaching machine operates on the psychological principle of immediate knowledge of results, that is, the pupil knows as soon as he has answered whether or not his answer is correct. If it is not, the machine will not allow him to proceed until he makes the right response.

Furthermore, the subject matter is arranged in a series of steps starting from the basic facts and progressing to knowledge based on these facts.

A teaching machine allows each child to learn at his own rate — neither forced to keep up with brighter pupils nor held back by the slower ones. Thus it fulfills the need to individualized attention, to teach each child on his own level.

Most criticism of this teaching tool is aimed at the poorly prepared program. The machine is inadequate the critics will say. But what many people do not realize is that the machine does not teach, the programmer does all the teaching. This may seem to be splitting hairs but it is a very important point. The programmer is the one who prepares the program. The machine merely presents this series of sequential steps to the student.

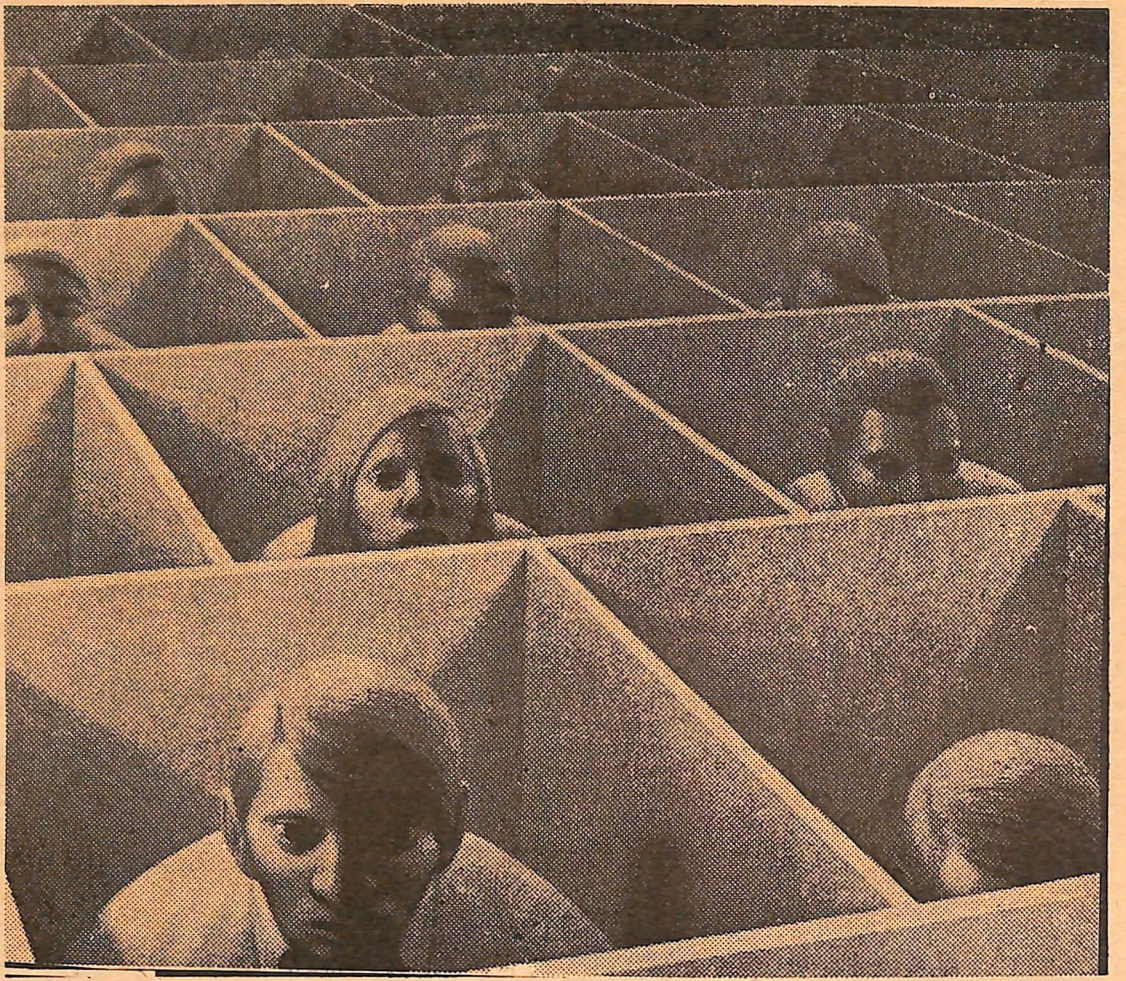
The criticism that teaching machines are dehumanizing and impersonal would be a just one if they were used in place of a teacher. But this is not the objective. A teacher is necessary to provide human contact, guidance, help, and criticism.

No one is advocating, furthermore, that a teaching machine be used to teach all subjects all the time. Educators realize that some phases of most subjects cannot be reduced to a series of simple steps but must be presented in a different atmosphere.

However, by using teaching machines for some parts of the work the teacher is freed to give individual help, to conduct seminars, to discuss concepts in depth, to provide a sounding board for new ideas. There is too much time spent by the teachers today in routine work and not enough spent discussing the work with the students.

As the numbers to be educated continue to increase, as the amount of knowledge continues to expand, as body of criticism continues to increase, the need for innovations becomes acute. Education must become more efficient. This does not mean that the schools are to become factories, mere conveyor belts all producing the stereotyped student.

Programmed learning is an improvement. We must utilize the technology of today in order to educate the citizen of tomorrow.



SUMMER JOBS AND THE CANADIAN STUDENT

--Continued from Page 1--

at a more equitable distribution of wealth in our society.

(One cannot ignore the federal government's tendency to continue hitting this particular tax base — witness the recent 2% surtax which drops on incomes over \$10,000.)

One thing is clear: the summer job situation makes it imperative that students not ignore the political implications of their present position nor be afraid to enter the political arena to act with others for long overdue governmental action.

EDITORS: The following can be used as a sidebar.

"What would be the effect if the recommendations of the Carter Report on taxation were implemented?

The answers are quite straightforward:

* We would have in Canada a much fairer tax system that at present based on ability to pay rather than privilege

* Most of the present tax-avoidance would be ended and the various tax loopholes eliminated.

* Those in our society who have not been carrying their fair share of the tax burden in the past would be made to do so in the future. This would include corporations, especially in the mining,

petroleum and life insurance industries, people who make a living from capital gains and stock manipulation, shareholders, especially foreigners.

* If the Carter Report were implemented tomorrow on the basis of 1964 figures corporation income taxes would increase by \$532 million a year.

* Taxes would go down for most people in Canada, if the Carter Report were implemented. Families with income of less than \$5,000 a year would have their taxes reduced by an average of 10 per cent. Families with incomes between \$5,000 and \$7,000 would pay 7 per cent less. As for farmers, the best estimates are that their income tax would go down as well. In the area of personal income tax the reduction could be as much as 40 per cent with the greatest saving going to the lower income farmer.

The Carter Report is nothing short of a taxation manifesto — it should be adopted. If it were, then the ordinary wage and salary earner, together with the small farmer, would be better off.

from Canada Labour

SCHOOLS "GRIM, JOYLESS"

NEW YORK (CUP) — A U.S. educational researcher says American schools and colleges are "the most grim, joyless places on the face of the earth." Charles Silberman, Fortune magazine editor who has been working on a Carnegie Corporation study of U.S. education, says 2 1/2 years of research have shown him that public schools, for example, are "destructive of human beings."

"They are needlessly authoritarian and repressive — not because teachers and principals are stupid or venal, but because nobody ever asks why: why the rules, or why the curriculum?"

Silberman charged in a recent interview that modern educational institutions do not educate.

"What's wrong has much less to do with technique or substance than with the mindlessness of the whole enterprise. Nobody's encouraged to think about the purpose of his work, why he's doing what he does."

"No one is liberally educated unless he's forced to think about the nature of education. In large part this is what our student rebels are complaining about: This God-awful word 'relevance'. The university has separated mind from feeling and mind from action."

Silberman, 43-year-old author of the best-selling *Crisis in Black and White*, broadened his study to examine the role of other "teachers" such as press and TV journalists, clergymen and museum directors.

"If our concern is with education," he said, "we cannot restrict our attention to the schools, for education is not synonymous with schooling, and teachers are not the only educators."

Results of Silberman's survey are to be published in book form this fall. The study was originally prompted by university presidents calling the Carnegie Corporation for advice on handling their schools of education.

The Faculty of Graduate Studies DALHOUSIE UNIVERSITY

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For application forms for admission to The Faculty of Graduate Studies and further information on these and other awards available at Dalhousie, please write to the Deputy Registrar, Dalhousie University, Halifax, Nova Scotia.

OF DRUGS & THINGS

By PAT LEWIS

Once upon a time (I think it began at creation) people decided they wanted to be "in". Man's ego is a very delicate invention and it seems that without acceptance by the vast majority of the crowd, he withers and dies, or at least is a failure.

When I think back to my pre-high school days (not that it was that long ago), the big thing was bobby socks (ugh), Elvis Presley, going steady, and parties with the lights out. In high school (oh the innocence of youth), it was football games, awkward rings with tape wrapped around them, the Beach Boys, and two distinct gangs of kids—the rats, who were avoided because of their black leather jackets and greasy black hair (if you were blond, you just didn't make it) and because everyone knew they snifted glue; and then there were the college, the clean-cut group, thought of by the rats as somewhat flaky. In those days we called college guys men, we had visions of ivy covered campuses and looked forward to such altruistic, aesthetic courses as (would you believe?) Philosophy and Poetry.

The famed Beatles came into renown in '63 or thereabouts, and the wheels began turning that sent our parents in one direction and us in the other. We thought kids always disagreed with their parents while growing up, until we noticed, all of a sudden, that everyone was talking about the generation gap. We began to catch on—it was "in" to be "out" with your parents.

By the time we reached college, we had tired of being the same as everyone else—we were going to find our true identity. But—alas!—at the same time that we decided to break out of the mold, everyone else did too! Everyone was nonconforming, and, as we began to see the second meaning behind such songs as "Yellow Submarine" and "Strawberry Fields Forever", we noticed the ever increasing emphasis on drugs. Seems marijuana, dexedrine and benzedrine, and even LSD had made the college scene the same time we did.

Woe are we! In order to maintain our cool, we must know what's happening. Therefore, we start a fact-finding venture to find out where it's at.

We first learn that the college scene is mostly interested in the psychedelics, mind expanding drugs (not the heroin and opium breed), and it is to these that we devote our study. Keeping in mind that we are intelligent and open-minded college students, let us attempt to examine the subject from all sides and try to relate here some of the collected facts:



MARIJUANA: Brownish-green, smelling somewhat like tea, marijuana is simply the dried leaves of the plant Cannabis Sativa (or hemp). It is a tall, hardy weed that will grow almost anywhere, including Canada. (Some farmers actually used it as a windbreak until the RCMP found out.) It's name is Mexican for "Mary Jane" and it is also known as "pot", "grass", and "tea". The drug brings a mild euphoria (feeling of well being), as well as some minor but pleasurable distortions of space and time. Perception is heightened and sounds become more acute, making it most enjoyable to listen to music while stoned. (Note: we learn that stoned no longer refers to alcohol). It is healthy in so far as the taker almost always becomes ravenously hungry afterwards and so never dies of malnutrition. It is non-addictive; there is no hangover; and it is highly illegal.

HASHISH: Dried resin from Cannabis Sativa, it is essentially concentrated marijuana, five to eight times as powerful. Still no hangover; still illegal.

NUTMEG: A secret hallucinogen long used by prison inmates. About one third of a small tin, stirred into fruit juice to mask the bitter taste; produces an effect like a marijuana high. Drowsiness, nausea, constipation and an unpleasant hangover count against it. Nutmeg is not illegal.

MORNING GLORY SEEDS: Chewed raw in sufficient quantities, some varieties give a mild high. Nausea, constipation and a crummy taste are its drawbacks. Its better suited to growing flowers.

SPEED: Mild forms are benzedrine and dexedrine, which, because of the tendency to curb the appetite, may be obtained as a prescription for dieting purposes. Methedrine is the real danger. It can be snifted as a powder, taken in a pill form or shot with a needle. It is habit forming and used constantly and will lead to death in less than two years. The drug speeds up the metabolism and will keep the user wide awake for long periods of time (depending on the dose). The user has a feeling of omnipotence, mostly intellectual because he is so alert, and is easily detected by his constant movement, nervous talking and dilated pupils. Due to the increase of the metabolism, this drug heightens the deterioration of the brain cells and can render the constant speed freak a complete idiot before it kills him.

LSD: Lysergic acid diethylamide, the most publicized and probably the most misunderstood drug today. Only a speck of the drug will produce its effects - a world of flashing lights, colourful patterns, memories from the past, and sharpened insights into human nature. Sometimes users experience a vision too horrible to control and need professional help to readjust afterwards. Chlorpromazine, another drug, as well as lithium, act as tranquilizers and fortunately can be used to bring down the bad tripper.

DMT: Dimethyltryptamine, less potent than LSD but stronger than marijuana. High lasts for less than an hour, giving it the name "businessman's trip". Supposedly destroys brain cells. Not recommended for 'A' students.

STP: "Serenity, tranquility, pactivity" Far, far, far stronger than LSD. Highs are longer, stronger, and run a higher chance of being a bad trip. Like LSD and MST, STP is highly illegal.

Now that we have laid a shallow foundation we can begin to build on it. Possessing the human desire for self-preservation, it is only natural to look into the dangers of the drugs and decide what is fact and what is fallacy.

It is fact that LSD may be dangerous—if only for the reason that users find it difficult to distinguish clearly between visions and reality. No one will deny that a user who believes he can fly may end up very dead. It is not fact, but theory, that users may, at any time, experience flashes from his trip. More study is needed to substantiate this claim. What has caused the most uproar about the drug, is the possibility that LSD damages chromosomes. Conclusions are only tentative, but evidence points towards permanent damage to genetic material and the chance of deformed children for really determined LSD users.

To put this LSD chromosome damage in perspective—it should be noted that what has not been publicized is that much more common drugs do the same thing. The same studies also show similar effects from coffee, aspirin, cola drinks, sleeping pills, tranquilizers and lithium.

Marijuana, however, by far, interests us the most. It is, supposedly, no worse than alcohol, and, according to some, because of its euphoric rather than depressant effects, is even better than alcohol. But there are two problems about marijuana often overlooked:

First of all, there is, of course, the LAW. We realize, as do all our contemporaries, that we are a rebellious generation and never have listened to authorities. Why start now, some ask? If they knew that persons violating federal law with respect to possession of marijuana are subject to penalties of from two to ten years imprisonment for the first offense then perhaps they wouldn't ask. So maybe marijuana is not dangerous and maybe we think it should be legalized—but the cops are, unfortunately, bigger than we are, and it's their opinion that counts. If they decide to throw us in jail for marijuana offenses, they can do it.

The second problem is the source of the weed. You never know what's going to be in it. Marijuana very rarely comes in a pure, unadulterated state. It is often diluted with strychnine, rat poisoning, catnip, and hard core narcotics and barbiturates. The one solution to this problem is to grow it yourself.

And now we come to the hard part. We must make a decision. And, fortunately or unfortunately depending on our character, it is our decision alone to make. We have the information (although it will probably never be complete) and it is now all up to us. Those of us who decide to smoke or drop acid because our room mate does or our boyfriend does, have not progressed beyond the bobby socks stage. If it is from that insecure desire to be "in", then we will probably spend all our lives in keeping up with the Jones' and never finding that true identity of self. If it is for some other reason that we decide to run the risk (perhaps it is the very thing that helps us to find ourselves), then happy smoking and have a nice trip. Just make sure you do your own thing. Baby. (note—special thanks to John MacGregor of Lakehead University's Argus and to Robert Murray at North-eastern University)



PICTURE BY TODD

...and Religion

By FLORA MacDONALD

Phanerothyme - a state of mental spiritual clarity achieved through the responsible and reverent use of certain plants or drugs, such as peyote, mescaline, psilocybin, and LSD.

This constitutes the western approach to the religious use of psychochemicals initiated by Lisa Bieberman, Miss Bieberman presently runs the Psychodetic Information Center (P.I.C.) in Cambridge, Massachusetts.

Phanerothyme differs from psychedelic drugs such as marijuana, atropine, glue fumes and other substances in that phanerothyme does not afford some sort of intoxication. However, for a drug to become phanerothyme, the user must have the right intent and essentially the right chemical.

In describing the use of drugs for religious experience, Lisa Bieberman relates of her own use of mind expanding drugs for this purpose. The word which she uses to describe what phanerothyme teaches is "simplicity". The LSD experience she says is simple and peaceful. Of the overall teachings of phanerothyme, Miss Bieberman says "It tells me to live the best life I can, and to return to the state of phanerothymic simplicity at infrequent intervals to check on how I'm doing, and to reaffirm the basic truths". Miss Bieberman says also that Phanerothyme will tell you who God is.

The minimal rules for using phanerothyme as a sacrament are that it should not be taken more than once in three months but should be taken at least once a year. Then, the drug must be taken reverently before, during and after which one must ask God's guidance. Upon doing this, if it is found that phanerothyme gives one a clear directive, carry it out but be sure that it is clear.

If such a venture as phanerothyme could be used with no legal obstacles, Miss Bieberman would like it to be patterned after the Native American Church. This is the organized peyote religion of the American Indians. According to these Indians, following the peyote road means living a sober, faithful life, being honest and diligent in one's work, caring for family and community. The security received through this religion is shown, says Miss Bieberman in the fact that no "psychotic episodes" among the peyotists.

With the facts presented Miss Bieberman says that such a drug induced religion would appropriate those who cannot secure religious life through the normal social means. But, is this just another significant step to legitimate the use of mind inducing drugs. You know, "How to achieve in Religion without really trying". Whether this is a profound effort to bring one closer to religion or an insincere manifestation for the legal use of drugs remains to be seen in the future. At any rate it serves to be a step forward, whether radical or not, for the upheavals presently found in religion and in the increasing popularity of mind expanding drugs.



Rebirth

By SANTA HIRA

God evidently has a plan for this universe. This can be seen in the orderly arrangement of the many processes in Nature. Is it not reasonable, therefore, to think that he has a plan for us also? It is not reasonable to think that God gives us only a few days, months or years to prepare for eternity.

Life is not a mere matter of chance. Neither is it reasonable to consider it as partly chance and partly law. Life is a matter of natural law and order. The goal is perfection in goodness, wisdom, and action. To reach this goal we must develop or evolve through experience. Our earth life is not long enough to allow any one of us to reach the goal. How or where, then, must we reach perfection?

Perfection cannot be attained simply by passing through the change called death. Evidence shows that individuals who have passed through death are the same persons still. They have merely lost the physical body. They are no better, no wiser, and no more capable than before. Neither can we expect the after-death life to afford suitable conditions for completing our experience. Our knowledge of human life could never be completed there, without physical bodies and surroundings. Only additional earth life can supply the conditions needed for our development to perfection.

Furthermore, the love of justice is born in each of us. We learn that we reap what we sow and this is a wise law. Yet we can see that the balance is not always set right, within this one earth life; nor can death alone balance the scales of justice. After-death life is too different

from earth life to offer opportunity for the full working out of the law of action and reaction. For example, great physical pain or injury inflicted needlessly on one person by another would normally be balanced by physical pain or injury returned to the doer of the action. But such return cannot be made in the after-death life, since the offender has no physical body. Or suppose that one man has deliberately ruined another financially. How can the balance be adjusted after death, when money has no longer any purpose or value? Wrongs committed in earth life can be righted only in earth life. (Malachi 3:5. . . and them that oppress the hireling in his wages. . . and oppress the stranger. . .)

The Purpose of rebirth

Returning again and again to earth life is the only way we can have time and opportunity to grow to perfection. It is the only way that opportunity can be given for righting the wrongs that we have done and those that have been done to us. It is the only means by which we can learn to co-operate fully with the divine plan of evolution, or development, for us. When we have learned by experience to work with the great laws of life and not against them, and when we have reached the goal of perfection, we shall no longer need to return. The process of reincarnation (re-again in-into; carn-flesh) is only a means to perfection and to the carrying out of justice, not an end in itself.

As soon as we realize that this earth life is not the only one, we begin to understand many puzzling things. We understand, for instance, why some of us have at birth greater capability than others. We see why some of us are born into easy circumstances and others into poverty. We know why some people seem more lovable than others. These differences are not the results of the whims of the Creator. Those of us who have pleasant surroundings from the moment of physical birth have earned them heretofore in other lives, not by taking but by giving. Or such surroundings are granted us in order that we may learn some needed lesson or pay some established debt. Those who have fine characters have already learned many lessons of life. Less evolved souls are simply children in a lower class in the world school. No one is hopelessly wicked. None will ever be condemned to everlasting punishment. But all must learn.

We begin to understand why, at first sight and without apparent reason, we like some people and dislike others. We are born here among old friends and old enemies in order that old debts of love and hate can be adjusted. Usually members of the same family are individuals who have built up, in the past, close ties of love. But sometimes old enemies are brought into the same family. Then family ties may help to soften the old dislike.

The Role of the sexes

Each of us, in the past, has worn both masculine and feminine bodies. In male bodies, we learn mainly lessons of the head - lessons of mind and strength. In female bodies, we learn mainly lessons of the heart - lessons of love and sacrifice. The soul itself has no sex, but needs both types of lessons in order that it may attain to perfection. For the same reason we have been born into various nations or races and at different periods of history. In this way we have gained a store of varied experience, in many lands and among many peoples.

Reincarnation is not a new teaching. It was known among the ancients. It was also current in early Christianity. Although Christianity now, for the most part, rejects it, there are references to it in the Bible and in early Christian writings up to 533 A.D. (Malachi 4:5 and Matthew 17:10-13.) The doctrine was dropped from later Christian teachings because of misunderstanding. Reincarnation was confused with transmigration, which means the return of a human soul in an animal body, and any such return would be a step backward. As evolution or progress is the law of life, transmigration does not normally take place.

The knowledge of reincarnation, however, has been kept alive through the centuries. Both saints and scholars have taught it. Among prominent people who have believed in it may be mentioned Emerson, Whitman, Huxley, Edison, and Ford. John Masfield expressed it in his well-known poem, "My Creed". Other writers and thinkers have also helped to spread the knowledge.

Our Past lives

But why, it may be asked, do we not remember our past lives? In the first place, the human brain does not remember clearly even events of this immediate earth life. None of us, probably, can recall exact details of what took place ten years ago. The brain is new in each incarnation. How can it be expected to remember what took place in previous lives before it ever existed? It is probably better, too, that at present we cannot remember our past lives. Those lives undoubtedly contained sorrowful events that we had rather forget. It is better for us to be able to start each earth life afresh. Yet we do indirectly, remember our past lives. We recall them in our present tastes and abilities and in our ties of love or hate. In the long run, as our souls progress, we shall come to remember more and more of the use of such pain and such pleasure as we have experienced.

What about the future?

Three factors help to determine the next birth. First the law of evolution tends to push us into circumstances that will develop the qualities we most need. Evolution tends to give us opportunities for learning new lessons. Second, the law of cause and effect (Karma) limits the choice of circumstances. Our actions in the past may not deserve only a second-rate or even a tenth-rate opportunity. Finally, we must come into birth at such time and place as will allow us to meet individuals whom we have known before. Ties of love and hate, of helpfulness and injury, draw souls together in order that debts may be adjusted.

In any case, divine laws are impartial and therefore kind. They work always for the good of the soul concerned. When we realize this, we can go forward with confidence in the justice of God and in our own power to climb the ladder of lives to the goal of perfection.

Our souls, which inhabit bodies, do not begin at physical birth. Our souls are God-like and undying. They come forth from the Divine Source to go through cycles of evolution or progress. To Divinity, finally, they will return as perfected beings. As Sir Edwin Arnold expressed it:

Never the spirit was born; the spirit shall cease to be never. Never was time it was not; End and Beginning are dreams!



Arthur, I meant cut the lawn not the grass



PYGMALION

by MICHELLE FORREST

Neptune has scored a third successive hit this season with their presentation of George Bernard Shaw's famed Pygmalion. Under the direction of Marigold Charlesworth, this popular story of the transformation from Cockney to debutante took on its true exuberance of class distinguishing comedy and pathos. Shaw's "middle-class morality" permeated perfectly through the lower-class membrane.

This undertaking was a novel one for Neptune company and patrons alike. Professional use of the revolving stage and the effective use of the street sounds added the finishing touches that showered praise on Maurice Strike - set designer and Hugh Jones - technical director. Exciting arrangements captured the drawingroom atmosphere though the exaggerated perspective of the sets reminded one that this was theatre and not real life scenes. Not an undesirable feat if you are a follower of the Brechtian school.

Costumes, also by Mr. Strike, preserved the traditional English conservatism in pure bowler-and-spats fashion.

Jack Medley, as Professor Higgins, showed his audience nonchalance of the detached phonetist in usual high style. Unfortunately, Mr. Medley seemed to overpace the aloofness of his role to the point of becoming obnoxious.

Linda Livingston mastered a superb switch from the rough-and-rudeness of Eliza-before to the sweeping sweetness of Eliza-after. Her transfiguration was not only realistic but full of pathos. The role of Eliza's father, Alfred Doolittle was portrayed by Donald Meyers with a simple and crude knowledge of people and their perplexities. Mr. Meyers lent comic relief to the play with his paradoxical philosophy.

Faith Ward gave to the role of Mrs. Higgins an air of elegance and maternal intelligence.

NEPTUNE UNDER REVIEW



CACTUS FLOWER

by MARY CLANCY

The first production of the 1969 winter season of Neptune Theatre is a triumph. Directed by Heinar Pillar and written by Abe Burrows this contemporary comedy took opening night audiences by storm.

The fast pace of lines delivered by polished professionals and complimented by the brilliant sets of Maurice Strike - guest designer - presented an evening of the most humorous theatre Haligonians have seen in a long time.

The acting ability of Jack Medley has long been appreciated by Neptune aficionados and they were not disappointed in his portrayal of the playboy dentist, Dr. Julian Winston. However the main laurels must go to Faith Ward whose transition from the dried up spinster nurse to Stephanie the swinger was believable and amusing. Each time she took the stage an air of expectancy permeated the audience and she did not disappoint them.

Kathryn Watts as Toni Simmons was a decorative ingenue with good potential. Her counterpart Igor Sullivan played by Richard Donat was large and attractive but he rather lacked the spark to ignite him in his role.

David Brown as Harvey Greenfield added his customary comic relief and Margaret MacLeod as Mrs. Dixon Durant was an extra bonus of talent. Donald Meyers' characterization of Senor Arturo Sanchez was a small part but well done. Susan Chapple as Boticelli's Springtime played the "dumb broad" a bit to the extreme particularly in voice control.

Finally the waiters, Marcel Maillard, Ken McBane and Mark DeWolf, learned to march in formation superbly - the credit for this however must go to Mr. Pillar.

Cactus Flower is beautiful to behold thanks to Mr. Strike, amusing to hear thanks to Mr. Burrows and enjoyable to attend thanks to Mr. Pillar. But don't take my word for it. Go find out for yourself.

STUDENT AS CITIZEN

By RICHARD HEWKA
C grad student

No intelligent argument can be given to limit a student's role to either the simple study of course material and self-interest or a total concern for societal problems and the absence of self-interest.

Education is the process whereby individuals are developed to the fullest so that they can be responsible and meaningful members of society.

A student who comes to university solely to study course material or to learn a profession (or just to get married) is not developing himself to the fullest. Society is an integral part of the individual. The individual must understand society and his interactions with society in order even to begin a real study of himself. Ignoring the problems of society will not contribute to their solution; society may breakdown. This final breakdown will not serve the student's own self-interest and hence he has defeated himself.

A student whose sole interest is in the problems of society at the expense of self-development also becomes involved in contradictions. The student may think he has reached a true understanding of societal problems, but because of a limited self-development, he may not understand the problem in depth. He is also severely limited in his ability to foresee a solution. Even if the solution is found, he is severely handicapped by his lack of power, prestige, and knowledge when he tries to implement the solution.

Of course the totality of the above thesis is essentially wrong. In a society that has adequate communication among sub-societies, specialists and extremists play an important role. Often, it is the specialists who develop the tools for solving problems, while the extremists contribute publicity and attention to the problems societies face.

However it is still the individual with a balanced education who must implement the solution, for only he has the power to see how the solution affects all

of society. It is only he who can make sure the solution benefits all of society and not just a small segment of it. It is still impossible for one man to implement these solutions. Thus the powerful segments of society must consist mostly of people with the same general education.

Hence, it is important to develop an ecology of specialists and extremists outnumbered by a large group of individuals with a good general education. There must always remain a dynamic equilibrium between active and resistive forces to prevent the implementation of partial solutions before adequate analysis.

Finally, it is necessary to point out that there is really only one side to this question. A good student must be a good citizen. A good citizen is a good student.

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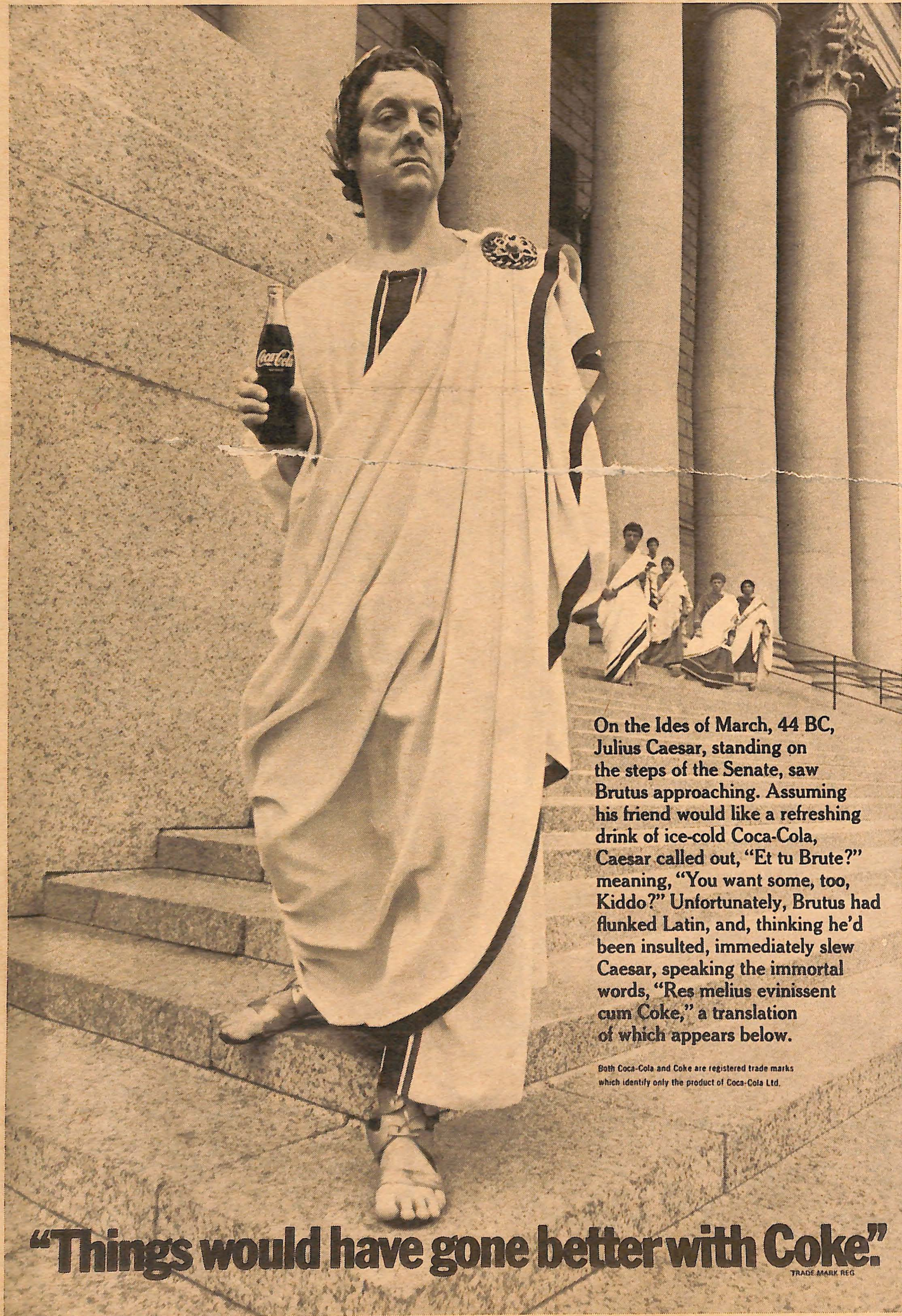
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