

The New 'New Wine' Journal Interesting, But Too Complex

The fall issue of "New Wine," entitled SCIENCE is on sale now at Y - Court, Graham Memorial and at local bookstores. It is published by the Westminster Fellowship of the Presbyterian Church here and sells for fifty cents.

Is God's skate board big enough to keep him from "wiping" when he rolls over the cracks scientists have made in his sidewalk?

The Fall issue of "New Wine" is out and the theme this is SCIENCE. It could be said that this is one of the most thought provoking issues "New Wine" has had in some time.

Published by the Westminster Fellowship of UNC, the editors are faced with the problem of presenting a rather intricate subject in a form that will interest the non-technical mind.

It is evident that they tried, but getting the meat out of a lobster shell is a much easier

and more pleasant task than wading through the swirling words of this journal to discover ideas that are not at all comforting. In other words, the collection of articles presented are good and interesting, but their language is just too complex.

The ideas and discussions are worth the fifty cents required to obtain the publication, and if you have the time to devote to digesting the material, you may get more than your money's worth.

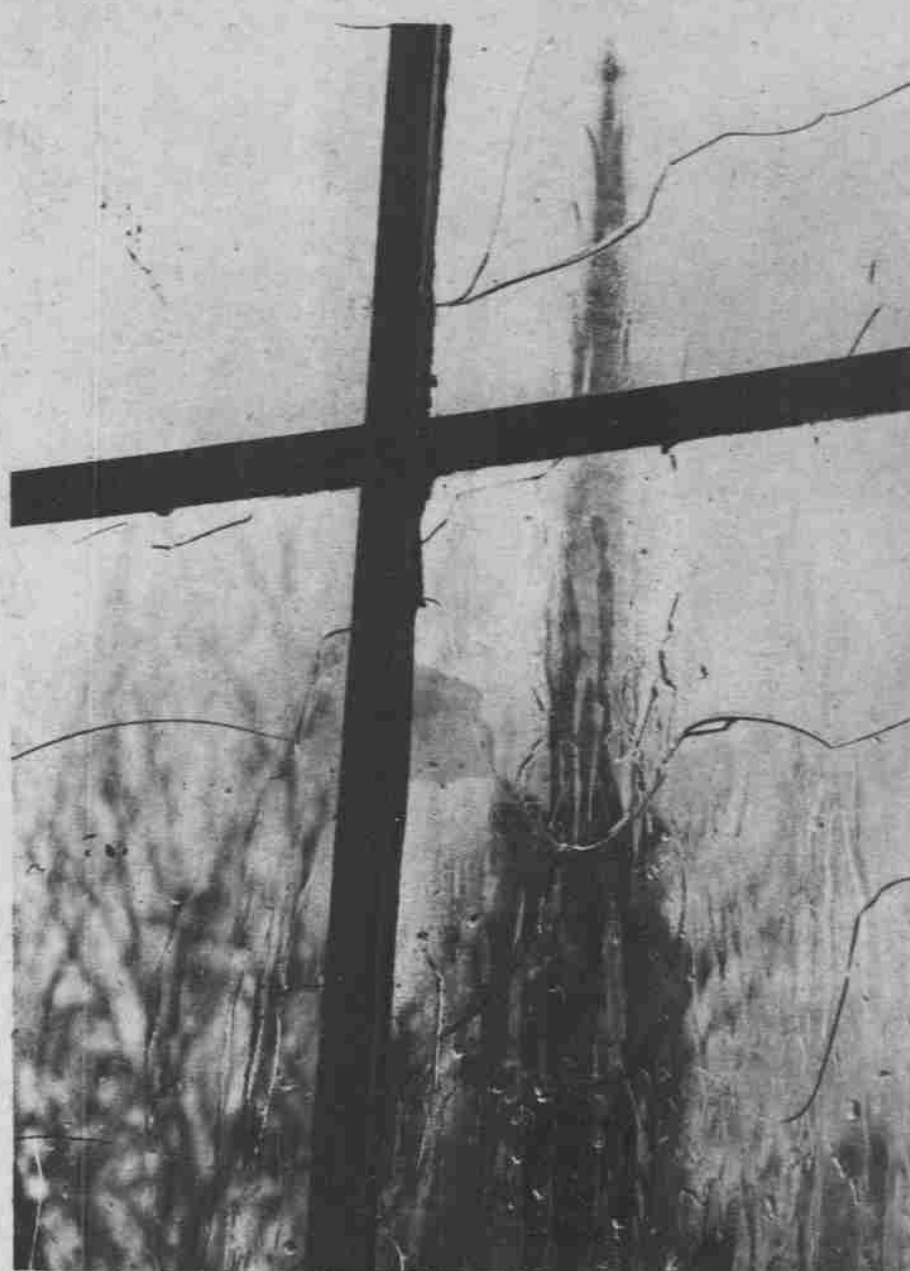
The topics discussed ran from the creation of a "New Supernatural" by science (or technology) to which people turn for help instead of calling for a prayer meeting, to

an unusual discussion of the problems of scientists in presenting their findings to the world in a manner in which they will not be misused or misunderstood.

It is brought out through the journal, that scientists in their pure form can not be sure of the uses technologists will find for their pure science discoveries. Now, are pure scientists at fault because they set up the equations that released atomic power through technologists, or is calling the "bomb" wrong, a mistake in itself. One can ask the question, Would God have told Joshua to use "The Bomb" against Jericho, and if so would not the persons inventing the "Bomb" be Christian heroes today?

This issue of "New Wine" attempts to show that science, technology, morality, religion, and government, very desperately need to take stock of their directions before they grow so far apart one must necessarily damage the other.

In fairness to the journal, this critic feels it necessary to say that the book reviews were interesting and understandable, even though only two of the four reviews appeared to be reviews of books, the other two degrading themselves into petty political arguments.



Can The Atomic Bomb Kill God?

DTH Photo by Jock Lauterer

Burn Every School Down, Start Over, Says Educator

CHICAGO (UPI) — "If all the schools in America burned down today, we just might build a 20th century educational system for the 20th century," says Maurice B. Mitchell, president of Encyclopedia Britannica, Inc., former journalist, broadcaster and educational film producer.

"Our schools today are Model T Fords on a superhighway."

The first thing Mitchell would change would be the very buildings themselves. Classrooms would be changeable — they could be made small enough to hold two or three students and a teacher or large enough to

"We should design schools for students — not by some magic formula that's supposed to fit every area in town. Children, their backgrounds, needs, interests, and capabilities, differ. We give a teacher in a slum school 30 children, all of whose problems would keep a psychiatrist busy 20 years, and expect her to teach them.

"We put our kids in containers, and then try to wrap either the container or the kid to fit."

The second thing he would do would be to make each school independent, give the superintendent the authority to design courses specifically tailored to his pupils, staff his plant accordingly.

Why teach the same courses in a school where 92 per cent of the children will go on to college, and a school where 92 per cent will go on to work, he asks. We should educate students by where they come from and where they are going. And provide teachers who can speak the same language as their students.

PROBLEM HOMES

In disadvantaged areas, where children come from multi - problem homes, the teacher would be part of a team which would include not only a school counselor but the social worker. "Any family on relief has many problems, and they can't be separated," according to Mitchell. "Community resources should be meshed with the schools so that both work together."

Thirdly, Mitchell would design schools for the community — not just for the children. "They'd be open all hours of the day, so that the parents can go to school any time. We have nurseries in laundries and supermarkets — why not in schools, so mother can learn something, too?" The buildings built, Mitchell would literally saturate them with modern instructional materials — visual, audio, tapes, films. And make them avail-

able. "No dreary library, presided over by some elderly lady who dares the student to take a book out and then heckles him until he brings it back, but a cheerful place where the curious student can follow his own excitement."

Here is Johnny, in a Mitchell-esque classroom:

He walks into a carrel (his own private cubicle), puts his key in a lock.

The computer goes into action: it records that Johnny's there (so the school can collect state funds), says, "Good morning Johnny. Let's take a trip to Paris."

(The computer knows all about Johnny — his reading level, grades, what he's passed, and what lesson he finished yesterday).

MOVIE-TV

The movie screen flashes on. Color scenes of the Champs Elysees, two men talking in French, a little play with a humorous plot. Then the picture starts over slowly — this time the words flash on the television screen in his desk.

Next scene: Johnny takes out his pencil, writes the words and their translation. Johnny makes a mistake: The machine says, "Do it over." Johnny misses again. The machine goes back to the correct answer.

Now Johnny speaks the words himself into a tape machine.

Lesson over, the machine types out a report for his counselor, tells Johnny to go to the library and check out something for his home work, and signs off, "Goodbye, Johnny."

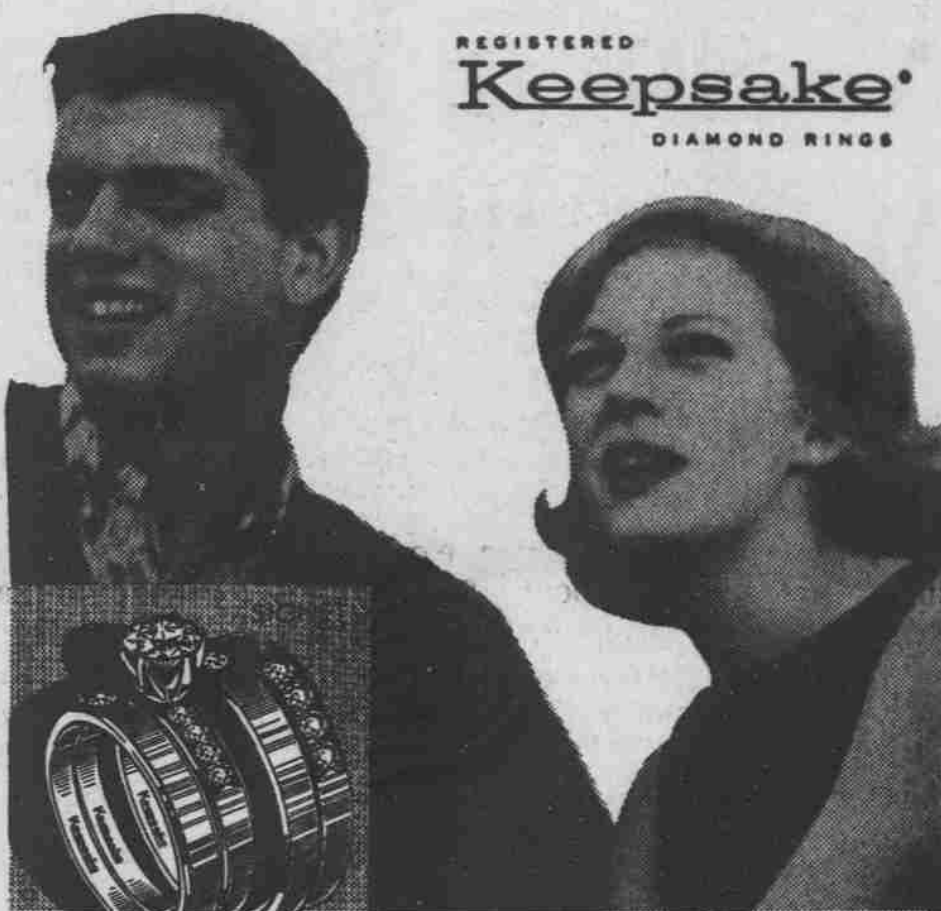


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CHARLIE BROWN GOT SENT TO THE OFFICE... HE DIDN'T GET "SENT"... HE WAS CALLED! THERE'S A BIG DIFFERENCE, YOU KNOW! SHH! LOOK, HE'S COMING BACK... CHARLIE BROWN IS COMING BACK FROM THE PRINCIPAL'S OFFICE... MERCY! WELL, I'LL BE!!

THERE 'E GOES AGAIN... WHENEVER I SEE YOUR ANDY 'E'S GOT 'IS MOUTH ROUND A BOTTLE, FLO, 'E SEEMS TO BE AT IT ALL THE TIME... NOT ALL THE TIME — 'E STOPS 'T BREATHE ONCE IN A WHILE... HEH! HEH! IT'S NOT FUNNY, RUBE. SORRY, FLO.

DAILY CROSSWORD

ACROSS

- Throw
- Short for ammunition
- Warm drink
- Mora
- rational
- N.Z. native
- Glazier's compound
- Stings
- Fish
- North Atlantic fish
- Immense
- Overhead train
- Andy's partner
- Sanskrit school
- Account book
- Sound
- Delivers
- Purchases
- Sacred writings of Zoroastrian religion
- Half ems
- S-shaped molding
- Affirmative vote
- Close to
- Anthropoid
- Greek letter
- Queen of Thebes
- Soil
- Cut
- Farewell

DOWN

- Witty saying
- Beaver State
- Talk: slang
- Fiber of agave plant
- Style of art
- Tolerant
- Matures
- Ship's crew
- Throw
- Poker stake
- Clique
- Attempt
- Large reading desks
- A servant
- Favorite baked dish in Boston
- Unfastened
- Mark on skin
- Oriental nurses
- Ropes in a ship's rigging
- Matures
- Ship's crew
- Throw
- Prohibitionists
- Oak or elm
- Evening poet
- Favorite baked dish in Boston
- Unfastened
- Mark on skin
- Oriental nurses
- Fuss
- Musical drama
- Resting
- Ares' sister
- Eggs
- Belonging to a Baby! god
- Fuss