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University costs today

Most students face problem of financing an education

By CAROLE HENDERSON

What expense is involved in attending university, today?

What sources of financial aid are available to potential university students?

Education costs are rising annually, and the problem of financing under-graduate training faces a major proportion of young people on Canadian campuses presently.

The cost of a year at university varies greatly as to which university and which faculty in that institution you plan to enter. Tuition fees at almost all Canadian universities have been constantly increasing for years now despite frantic attempt by students to "freeze the fees". In 1965-66, fees in the Faculty of Arts and Science at Dalhousie will be \$600 - giving Dal, the dubious honour of having the second highest fees in Canada (next to Mount Allison). Depending on the university and the faculty, tuition fees will range from \$450-700.

Books and equipment are always a great expense. \$75-100 is a very conservative estimate - again depending on your course and just how keen you are about obtaining "suggested" but not "required" books. To live in residence usually costs between \$650 and \$750 depending on the university and whether you have a single room will cost about \$8-10 per week, with food bringing the total to \$20-25 weekly. By sharing an apartment with several other students, expenses can usually be lowered. However, it should be noted that some universities have a clause in their calendars like the one in the Dal calendar saying, and I quote "All women students not living with parents or close relatives must live at Shirreff Hall" - women beware.

Adding transportation, clothing, entertainment and other incidentals (entertainment is not incidental) the grand total rapidly approaches \$900-1000 for a student who lives at home and doesn't pay board and \$1500-1800 for a student who lives away from home.

This sounds like a fantastic amount. However, there are 5 main sources of this income:

1. parental assistance and other gifts
2. student earnings
3. scholarships
4. bursaries
5. loans

Discussing these in order - A main source of income for university students is often that of family assistance. Statistics from the Dominion Bureau of Statistics show that the average yearly family contribution is \$500-700. This rate naturally depends on the family income. Often families cannot afford any contribution to university education. This fact alone formerly would discourage a potential university student, but now there are other sources of monetary assistance available.

The average summer savings for students amounts to \$400 yearly. Part time jobs during the year also play a role although a minor one, and it is

MOST definitely better if the student does not have to work during the university year. Contrary to popular belief, attending university is, in itself, a full-time job - a job that requires a great deal of attention and effort, with corresponding returns for successful workers. Only one student in five works at a part-time job, and the average earning is about \$200 for the year. Working during the Christmas vacation can also be a source of \$50-100. However, in contemplating part-time or Christmas holiday work, a student should consider whether he isn't cutting his own throat. You'll generally find that vacations are required for just that purpose - a holiday. It is truly the exceptional person who can go through university, work part-time, work during all vacations and still maintain good marks and his sanity.

Therefore, we justly say that a student can contribute \$400 or more yearly to his university education.

Next on the list are scholarships, which due to their emphasis on high marks are limited to the top grouping of students. There are many individual scholarships given by the different universities and many organizations as entrance scholarships. By writing to the Registrar of any of the universities in which you are interested you will receive complete information. Dalhousie offers N. S. Entrance Scholarship ranging in value from \$100-600. Be sure to do this. Apply for anything and everything you have no chance if you don't and at least some chance if you do.

The next point, there are many bursaries available at many institutions, U.B.C. for example, the bursaries are not all given out every year due to lack of applicants. In awarding bursaries, the financial position of both the student and the parents are taken into account. They are not scholarships, nor charity, but rather, a cooperative effort between the university, the students and the parents - a gift of money to deserving students - students who have average marks and could use the money. Bursaries generally offer \$100-500 per year, with the average grant \$250, and standing is maintained. Again be sure to check the Calendar of the Universities in which you are interested for the bursaries for which you may qualify.

The final source of income is a loan. Students should not fear borrowing, as there is nothing against which a person can borrow with such confidence as his education.

The loan plan just instituted by the Federal and Provincial governments last year for Canadian students should receive special consideration. This plan makes bank loans of amounts up to \$1000 per year to an aggregate of \$5000 available to students. This money can be used for study in ANY Canadian University and many technical colleges, in ANY field, and the best part is that interest on these loans doesn't begin until 6 months

From school to university

Diversified university program will require wise planning of studies, extra-curriculars

By DR. H.B.S. COOKE
Dean of Arts and Science

There is a popular belief amongst young people that education is a process that is inevitably bound up with the presence of teachers and the comforts of classroom life. Of course it is obvious that the presence of teachers makes it easier for the student to receive direction and guidance - indeed, the teacher often subjects the pupil to a good deal of pressure to try to make him learn - but in the long run all education is really self-education. It is not the teacher who gives you knowledge but you yourself who absorb knowledge made available to you. If you are interested, you learn easily; if you are not interested you will learn badly, and it is even possible that you may not learn at all. If you want to learn you can develop your talents to their maximum extent and those who go farthest in life are those with curiosity and the drive to improve their understanding of the world around them.

Education is not just something that is inflicted upon you in a massive dose between the ages of five and twenty-one. It is a continuous and developing process which starts when you are born and goes on throughout

your active life. Leaving school or leaving the university is not the end of education any more than entering school, or entering university, or beginning a career is the beginning of education. These are just landmarks along the road, places where the environment happens to change rather suddenly, sometimes cliffs that have to be climbed. You climbed one such cliff when you learned to walk instead of crawl, another when you learned to speak and put thoughts into sounds, a third when you discovered how to read. Education took you across these barriers through your efforts, made easier for you by the guidance of your parents, your teachers and your friends.

For many of you, entering the university brings you face to face with a cliff which you must climb. This cliff seems high and almost insurmountable to those who have done very little for themselves during the school stages of the educational process, who have been pushed and pulled and pounded into acquiring knowledge almost in spite of themselves. The cliff seems low or almost non-existent to those who have used their own initiative in learning, who have sought information for themselves, and who have taken advantage of the stores of knowledge and skills placed at their disposal by books and by teachers. Your attitude to learning, your discipline of yourself, the orderliness of your habits, determine the height of this cliff and the ease with which you will surmount it.

The main difference between school life and university life is in the amount of specific direction and discipline involved. At school your life is ordered and your whole day is filled with directed activity. You are assigned homework to do and the teacher checks that it has been done. If



Dean Cook enjoying himself at the Science Ball.

it is not done you may be punished. You look upon examinations as specific objectives, as if passing an examination had some magical property which made it important in itself. You complain if a question is asked that is "not in the book," as if all the knowledge that is worth while is contained in just that particular book. You tend to seek knowledge mainly in order to pass examinations and not to acquire learning for its own sake.

At the university life is very different. Your timetable of lecture classes may represent no more than twelve or fifteen hours a week during which you are facing a blackboard and a lecturer. If you are absent no one will tell your parents or try to compel you to return. The classes are there for your benefit, to give you the opportunity of building into your system the knowledge which will enable you to make a success of your life.

The many hours of time not spent in the classroom are at your disposal so that you may devote yourself to study for your own benefit. The campus has a large library but no one will compel you to enter it or to read. It is a storehouse of wisdom greater by far than the capacity even of your best university teachers; it is there for you to use or to ignore. The choice is yours. Because you are accustomed to specific assignments at school, many of your university teachers will give you assigned work to do in your early years because they believe that you are so "conditioned" to it that this is the best way to ensure that you do some work. But if you ignore the assignments it is your loss, not theirs; it is your future earning capacity and value as a citizen that is at stake, not theirs. Your professors will not try to help you to predict what the questions in an examination may be, for this is not the purpose of examinations. The tests are there to provide a basis for judging how fit you are to progress up the ladder of study to more difficult and demanding tasks. You will be expected to have read books that are not prescribed by your instructor but which have been found by you through your own efforts to gain more benefit from your studies. You may disagree with your professor, argue with him and defend your views by reference to works you have studied on your own. Discussion and argument are the means whereby learning or knowledge becomes wisdom.

The essence of this difference between the regimented life at school and life at a university is the freedom that is yours in the university environment. You must take care not to abuse that freedom; not to allow liberty to become licence, for there are many temptations to divert you from your studies! When you graduate, the degree certificate will get you your first job. From then on your progress does not depend on the certificate but on what you know, how you think and reason, and how you get on with people. If there are serious gaps in your background, they will let you down. You should try to derive the maximum benefit for yourself from the wonderful opportunity that the university provides in putting at your disposal a vast wealth of information, skilled people to help you in your studies, and intelligent fellow-students with whom to discuss things so that, through discussions, you may sharpen your wits. The university is a community of scholars and much of its value is in contact, discussion and mutual stimulation between professor and professor, between professor and student, and between student and student. You must join this band of scholars to be one of them, to make your contribution as well as to derive benefit from your association.

To be a scholar does not mean that you have to devote all your time to study. You must have fun, too. You should try to take part in the physical activities of the campus as much as you can afford to do without detracting from your academic purpose. You know the proverb that "all work and no play makes Jack a dull boy"; there ought to be another one that "all play and no work makes Jack a quick dropout".

The school environment, alas, does not always provide the kind of training in self-education that becomes so important at the university, but there is a lot that you can do to prepare yourself for college. First and foremost is the cultivation of self-discipline so that you do what you know you ought to do at once, not putting it off to some future "more convenient" time (which often never comes!). Learn to work with concentrated effort, not just sitting in front of a book while your brain is playing the top ten tunes on the hit parade. Above all, learn to use books and libraries as sources of information and find out how best to locate the references that you need; your teachers and your librarians will give you guidance. Try to read books on subjects related to those you are studying so as to enlarge and consolidate your understanding of the broader issues, not only the details in your prescribed text. When you find a hole in your background knowledge, try to plug it by finding the missing information for yourself. Improve your vocabulary and use of language, for language is the medium through which ideas are communicated; your understanding is limited by your language capacity. No matter how clear an image you may have in your mind, you cannot convey it to others (including your examiners!) except through language. Read books more of the time than you watch television or listen to the radio. When you find a word you do not know, find it in a dictionary. Teach yourself how to gain access to the vast storehouse of learning that is available in books. Learn how to learn. With a disciplined and tidy mind and with the knowledge of how to seek information that you need, there will be no great cliff for you to climb in order to enter the community of scholars at the university. With a well-planned work schedule you will also have lots of time for the many non-academic activities of student life.

Dalhousie offers varied student social program

By MIKE NIHILL
Dalhousie University

Arriving on the Dalhousie campus a new student realizes that one of his biggest assets is his independence. He no longer is badgered and prompted by parents at home, but is now a young adult and must be able to allocate his time properly between studies and social.

Socially, the Dalhousie campus has a great deal to offer any student.

In the fall, the highlight is the fall festival, better known as

"Homecoming Week". There is usually a ball and outside folk entertainment.

Moving on to the winter scene, the high point is "Winter Carnival" which this year lasted for a four-day period, Thursday, February 3rd, to Sunday, February 6th. We saw such major events as the Ice Frolic in the Dalhousie rink, Hawaiian Holiday ball at the Nova Scotian, where there were 850 people in attendance using both Commonwealth and the Atlantic rooms. A Go-Go band and a Waltz band, gave

everybody a very enjoyable evening. Saturday we revived the Black and Gold Review which is a variety show inviting all talent on the Dalhousie campus to take part. We finished off our Winter Carnival program with the Brothers Four, an internationally renowned folk group.

The major event which closes out the social activities is undoubtedly the Student Council Ball which is usually held at one of our two hotels in town. This is a ball sponsored by the Student Council and is free to the student body.

Campus chiefs assess Dalhousie University program

University is "leader in community" says President

Campus activities train students to be citizens

By DR. HENRY HICKS
President
Dalhousie University

The university, by its very nature, is a leader in the community. Its teachers, specialists in all manner of subjects from ancient history to nuclear science, are already leaders of tomorrow. Its payroll performs a not inconsiderable task in helping the community's economy. Its mere presence, with all its academic, cultural and scientific activities, adds prestige to the community.

In short, the university is a beneficial asset. It is also an essential institution in society, and its importance is growing daily.

By the process of education, our society is creating its future. Education, an everyday sifting process that requires considerable thought and a great deal of conviction - "thought", as one educator puts it, "to distinguish the grain from the chaff, and conviction to make the separation" - and is clearly related to individual opportunity. Everyone should know of the materialistic, the tangible benefits conferred on today's college students. And everyone ought to know that people not given a higher education face staggering handicaps undreamed of not too many years ago.

Our society of rapidly advancing technology is demanding people with more knowledge, more formal education, more training, and more skill. The demands are



President Hicks

increasing at a frightening rate. That our young people recognize this is evidenced by the urgency with which increasing numbers are seeking a better education. A free society must not fail to provide the facilities needed to educate these future citizens in a voluntary system, so that they can successfully compete with people educated under stricter control and the compulsive arrangements obtaining in a totalitarian society.

But the problem of providing higher education is multi-pronged. Already, universities are turning away qualified students, and as the demand for education grows, so do the problems.

Of course, society is much that the majority of young people

at university-entrance age will not go on to the universities for higher education. Indeed, it would be wrong to insist that every youngster should have a university education; if we did, we would have a world full of professionals and others, most of whom would be without jobs suited to their education and training.

Indeed, the modern technological society in which we live requires an ever-increasing number of persons trained outside the universities, to perform the many specialized tasks required in a highly industrialized society. The artisan, the machinist, those who work in the automotive trades and the electronic service industries, perform just as important and vital roles as many university graduates. Many persons who have the particular skills and capacities to succeed in such activities would only be frustrated at attempting a university education, and our society must acknowledge their status and their importance, just as we acknowledge the status and importance of professional people and university graduates in general.

Thus, as Canada grows economically and industrially, we require ever-increasing numbers of trained men and women, both in the universities and in other institutions. The problem is, no doubt, a never-ending one, and notwithstanding our best efforts, our universities are still not expanding rapidly enough, even to meet the most conservative forecasts of future needs.

In recent years taking part in Student Government on the University campus has become a meaningful experience and invaluable asset in rounding out any student's education. Student Government in many universities such as Dalhousie is very much more than merely organizing dances, pep rallies and writing columns for the campus newspaper. Rather it is now an experience working as a citizen in a community, operating student organizations that have budgets of tens of thousands of dollars, and working with university officials in the operation and future expansion of the University.

Working in student activities in High School, the Church, and the Y.M.C.A. is wonderful experience for future participation in Student Government at the University level. However, make no mistake about it. Student Government at University is many times more important and the responsibility which a student leader shoulders is sometimes quite onerous.

At Dalhousie it is our feeling that participation in Student Government is not merely a training experience for future careers but more important it is the fulfillment of one's role as a citizen in his community. It is for the latter reason that student leaders have voiced their concern and their opinions about such important questions as the financing of higher education (and more particularly, Student financial aid), the policy of the Government vis-a-vis the Canadian Indian, and the



President Shaw

Canadian Government's attitude towards the war in Vietnam. These issues are not outside the realm of student interest but rather are the very issues on which we, as educated citizens, have a duty to make our opinions known. It would perhaps be of interest to mention a few of the more tangible projects which the Dalhousie Student Government carries out in the run of a year. We sponsor the Student Housing Bureau which has a full time staff working all summer in an attempt to find suitable shelter in the City of Halifax for students attending Dalhousie. Bi-annually we hold an enormous Open House Program whereby all the citizens of Nova Scotia and particularly High School students are invited

to tour the University for a day. Each Department of the University and the many activities that occur in University regularly. Then too, we hold an Orientation Program for freshman students at the beginning of their freshman year. Orientation Week consists of series of lectures which Freshman students may attend to help them decide what subjects they would like to study while at University. The week also consists of many "fun" activities enabling the student to fraternize with his fellow freshman and get to know other students on the campus before he settles down to the day-to-day routine of university lectures. These are but a very few of the activities which Student Government at Dalhousie carries on.

Every student has an opportunity to participate in the activities of the Union. Fall Festival and Winter Carnival provide an outlet for the budding entrepreneur. The Gazette is a haven for future journalists, and even the Council has, at various times, served as a proving ground for future politicians.

The Dalhousie Student Union which is the organization to which all students belong has an operating budget with a total expenditure of approximately a hundred and sixty thousand dollars which gives you some idea of the size and importance of Student Government in the University. We hope that if you decide to attend University, whatever institution you choose, you will realize your interest in Student Government.