



**The Dalhousie  
GAZETTE**

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# As I See It

... by Jeff Sack

## AN ECONOMIC TOURNIQUET

After a post-war period of practically unlimited expansion, Canadians are finding it a little difficult to get used to the fact that things are going to be a damn sight less comfy in the years to come. The stop-gap austerity measures of the Conservative government might very well prove only the foretaste of the future.

The annual rate of productivity has decreased from 5½% to just over 1%; unemployment has climbed unabated, to a present level of 6% of the labour force; capital investment has shrunk dramatically; the underdeveloped countries are rising to challenge us in the production of primary products; and Europe is beginning to edge us out of the competitive world market. In fact, there is a distinct possibility that, with the consolidation of the Common Market, Canada's goods will be locked out from England, as well as from the Continent.

It is obvious something has to be done to stimulate economic growth and create new industry and job opportunities. But what? By far the majority of job opportunities are provided by the manufacturing, trade and service industries — and yet this country seems doomed to survive only as the "hewer of wood and drawer of water" (as well as extractor of ore and petroleum) for our giant neighbour. Certainly, Americans aren't going to finance and encourage our incipient efforts at establishing secondary industries in Canada. And in the manufacturing industries that do make a go of it in Canada the process of automation is in full swing, decreasing all the time the number of workers required to sustain a high level of productivity.

As Claude Jodoin, president of the million-dollar Canadian Labour Congress, said recently: "We are confronted by changes that could make the Industrial Revolution of the eighteenth and nineteenth centuries look like a comparatively minor affair." Like the sorcerer's apprentice, we have muttered the magic charm: Technology — and the thing has got out of control. What will it bring: unparalleled leisure or mass unemployment?

The recent event that looked as if it might change all this was the holding, in October, 1960, of a National Conference on Unemployment. From this meeting emerged the National Productivity Council, a body composed of representatives from labour, management and government. And on September 18th and 19th of this year, this energetic organization held its second conference, in camera, here at Dalhousie, in the Men's Residence. In all, 75 officials were present, 30 each from management and labour, and 15 from government and associated circles.

Committee meetings were held and reports delivered. Both management and labour voiced the pious hopes that each 'it' the other would bury the hatchet. A decision was made to establish a national forum to acquaint the public with the salient issues, and upon the recommendation of a labour-management mission that had spent two weeks this past summer investigating economic institutions in Europe, the establishment of work-study schools across Canada, for the purpose of finding ways to increase productivity, was planned. The first such school in Canada will be set up in Dalhousie later this year.

All this, indeed, sounds very encouraging. But only on the face of it. For, if measures are being taken to boost economic growth, if the government seriously intends to nudge management and labour to the mahogany table of arbitration, where wage disputes may, on the model of Europe, be settled peaceably — if all this is actually being undertaken, why did Claude Jodoin, president of the CLC, resign from the Council a week before it convened, and not very long after the CLC delegate returned to report on the mission to Europe?

Something is rotten in the state of Denmark. And M. Jodoin makes no bones about that something: he accuses the Council of spending most of its time devising new methods of rationalizing i.e. mechanizing industry — an operation, which, if successful, would kill an untold number of patients — and very little planning a sound economy.

It was with reservations that M. Jodoin joined the NPC. As he said, at the time, in a letter to the Prime Minister: "One of the main reasons for our present unemployment is the fact that advances have outstripped our ability to make use of the extra workers they make available. To speed up productivity will, in the absence of effective measures to absorb displaced workers, only aggravate the problem." In resigning from the Council, he charged: "Not only has the National Productivity Council failed to meet these needs but its very existence, in its present form, is a serious handicap to the establishment of effective co-operation in regard to the solution of our economic problems." In a word, management is interested in stream-lining existing production methods so as to cut costs; and labour is interested in MORE JOBS.

Is this, in effect, an impasse? We hope not. But there is no point in maintaining a facade of management-labour co-operation, where labour is, in fact, not privy. Perhaps the formation (promised in the Speech from the Throne) of a National Economic Development Board (to be headed, it is rumoured, by Prof. John Deutsch, of Queen's) will break the deadlock. Certainly M. Jodoin has long campaigned for such a body. But, if anything is to come of the proposal, the Board must be filled with a first-class representation from management and labour. Such a Board must have the eye of the people and the ear of the government. It must be based upon the willingness to compromise on the part of both groups and directed to the devising of policies that will provide expanding opportunities for increased employment and trade, and raise national standards of living and production. The rest is up to the Prime Minister.

## A Question Of Courage The Pursuit Of Knowledge

"The corruption of education at all levels in South Africa is not a problem which can be seen or treated in isolation to the general corruption of the basic principles of democracy in the UN Declaration of Human Rights, but as an integral part of it . . . therefore the solution to the problems in the field of education can only really be solved once the pattern of apartheid and totalitarianism which blights our country at present has been removed."

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No States make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law, nor deny any person within its jurisdiction the equal protection of the laws."

The first quotation is taken from a speech made by Adrian Leftwich, president of the national Union of South African Students (NUSAS), at the Union's 38th Congress in Grahamstown last July. The second quotation is Section I of Article 14 of the Constitution of the United States of America.

In the one country a group of students have courageously defied the totalitarian government which holds power in South Africa and voiced the humanitarian principles in which they believe. In the other country, in a similar situation, students at the University of Mississippi have acquiesced to the policies of the State government and helped deny the right of a qualified student to attend a University because the color of his skin is different from their's.

We congratulate the South African students on the stand they have made at considerable personal risk against a government which appears to contain many elements of the kind that brought Hitler to power in Germany. We also offer them our moral support in their struggle against tyranny.

It is, however, tragic to find another group of students, short miles away in the modern world, joining in a fight against liberty and human dignity. It is especially tragic when this occurs in the country that has inherited the leadership of the Western World.

There is not time to attempt to understand the predicament the people of the Southern United States find themselves in. Time, in fact, is running out for us, and the U.S. cannot afford the unfavourable publicity incidents such as the one that has just occurred at the University of Mississippi bring.

On Sept. 30 President Kennedy told the students: "The eyes of the world are on you . . . and your honour, the honour of your University are at stake."

We would add that the honour of the United States and even the Western Nations as a whole is at stake.

## THE BOOKSTORE

The Students' Council, and Peter Howard and Betsy Whalen in particular, are to be congratulated on the success of the University bookstore during the first week or so of classes.

Students attending Dalhousie for the first time cannot conceive of the chaos surrounding the bookstore in past years. It is still poor, let there be no doubt about that. But at least students this year have not had to line up for days on end to buy needed texts — although the supply was inadequate as usual.

Now that the first step has been taken — the bookstore moved to semi-respectable quarters if only for a brief period — the University must look further ahead. It is unlikely, as far as we can make out, that Dalhousie will get a completely new bookstore in decent surroundings until the Student Union Building is erected. However, now that the feasibility of displaying books in the East Common Room

(From McGill Daily)

"Are colleges killing education?" This somewhat paradoxical question was posed by Oscar Handlin as the title of his provocative article which appeared in a recent edition of The Atlantic. It raises a question of increasing concern to professors and students, an issue of vital importance to all institutes of higher learning, and a problem which we at McGill must carefully consider. For its history is intimately linked with our entire quest for broader educational values.

Mr. Handlin is concerned about the subversion effect in most universities of a stifling competitive atmosphere, which places extreme emphasis on marks and class standing. This emphasis is not merely a psychological scheme of inducing students to work harder by tantalizing them with numerous honours and awards. Its effect is fundamental, determining who shall pass and who shall fail, who shall be admitted to the prestige schools, and who shall be turned away, who may receive financial assistance and who must go in want, who can secure the top position upon graduation, and who must settle with a lower station. Although some competition is certainly inevitable, and probably desirable, nevertheless as an ultimate obligation the university ought to remain a place of learning. Otherwise this distorted emphasis will produce great losses to the individual student, and through him to society. On this issue Handlin is most forceful:

"I speak now . . . of the ablest, among whom the qualities of excellence might be found. These young people secure an admirable training in the techniques of the correct answer. They learn to remember; to be accurate, neat, and cautious . . ."

"They cannot afford the sense of the tentativeness of knowledge, of the imperfection of existing formulations. Writing against the clock, they must always put the cross in the right box and round out the essay with an affirmative conclusion . . . By the time they carry their diplomas away, they have missed an education — that experience which, by the exposure of one mind to the thinking of others, creates not answers but a lifetime of questions."

The great importance in an open society for a process of selection, of guiding people into professions appropriate to their talents cannot be disputed. Unfortunately on atmosphere of strict competition, and reliance on test performance does not have a highly reliable predictive value, and places a premium upon those individuals who can adopt to the varying standards of quality and interpretation of their respective teachers. But even more unfortunate perhaps is the tendency for this evaluation to become self-fulfilling for the student only to enter a certain field if his 'academic standing' (as opposed to his real interest) is in the top percentile. All this may discourage the more sensitive scholar and induce him to leave college in search of an education which he may feel has been lost in the glory of a marathon quiz program.

If we separate the functions of examiner and teacher, and adopt an examination system that tests general knowledge, appreciation and creativity rather than the ability to parrot back specific facts, in a specified format, this might sustain our broader educational values in their competition with competition. Otherwise our universities will exist not for the pursuit of knowledge, but the pursuit of pursuit itself; they will become places where winning is the highest goal and learning is only accidental.

of the Old Men's Residence has been proved, we suggest that the store be moved into the room, lock, stock and ledgers. The old room might then be used for storage space, the lack of which Mr. Attwood has been complaining about.

Whatever the outcome, we look forward to the report being prepared by the Council and the recommendations we trust it will contain.