

The Dalhousie Gazette

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..... Advertising Manager

the provincial government was a representa-

geous manner passed the word down the

line to the breweries that it is no longer

the decision. It will present a brief to the

Board November 22. What possible reason

could the Board have for not accepting the

university student can be corrupted by reading

the name Oland's over a list of campus

liquor advertising in a college paper when

everytime the student turns on a TV set,

opens a magazine or a daily newspaper

he is bombarded from all sides by hard sell

pitches from Schooner, Moosehead, Cana-

anyone that has ever been to university is

that a large percentage of the student body

it will not effect student drinking habits it

will only give credence to the story that

dian Club and Cutty Sark?

drink. Many are over 21.

Of what use is a prohibition against

Another point that should be obvious to

If the board rejects the Dalhousie plea

nice to advertise in college papers.

The provincial government in its coura-

The Dalhousie student union is contesting

tive of Acadia University.

Editorials printed in the Dalhousie Gazette express the individual opinions of staff writers, or the Editors. This must be noted in all reprints.

"The law is an ass."

provincial minister.

to legislation.

Why?

newspaper.

The truth of this statement is undeniable

The issue goes far beyond the question

The ads run by Oland's in The Gazette

you read the news story on page one of

The Gazette - "Council takes case to License

of whether or not The Gazette should be

allowed to run brewery advertising. But be-

fore we go any further it should be made

clear what type of advertising is involved.

were no illustrations or 'hard-sell' mes-

complaint until a member of a Nova Scotia

university administration objected to the

squeeze on the provincial government. It

was done in an under-the-table, sleazy

fashion. There was no attempt made to appeal

prohibiting liquor advertising in a college

What the law does require is that all

sources that the person that approached teenth Century.

liquor advertising, for any media, be approved

by the Liquor License Board.

The ads were run for five years without

In simple terms - someone put the

Because there is no law on the books

Halifax, Nova Scotia, November 17, 1966

TIM FOLEY

Editor-in-Chief

Battle of the

booze

took the form of a bulletin board. There Dalhousie request? Does anyone believe a

The Gazette has been told by reliable Nova Scotians are still living in the Nine-

(Special to Canadian University Press)

A discontent is spreading on Canadian University campuses -

By PETER CALAMAI

Professors have decided they original duty was to control fiwant more say in planning the nances and raise funds. aims of education. But the pres-

sible planning positions. In Ontario, where 14 provinnearing a critical point.

CRY GOES OUT

Ontario University has estab. present tension. lished committees to consider

Three groups are involved: the mental. non - academic administration the daily functioning; the faculty, whose role has been, until now, not among the students, but among mainly teaching; and the board of era but as a fulfillment of 20th ing. governors, or trustees, whose century technological society.

ent organization of authority in responsibilities of these three universities almost entirely ex- groups has been prompted by the cludes professors from respon- publication of the Duff-Berdahl report this spring.

The report, commissioned "to cially-assisted universities and examine charges . . . that schol. the chief obstacles of intelligence and other universities across the close to 5,000 faculty employed ars no longer form or even in- and freedom of thought." by them almost constitute a 'mul- fluence university policy, that a tiversity', tensions between pro- new, rapidly-growing class of fessors and administration are administrators is assuming con- soon-to-be published article on And so the cry has gone out . personnel. . . " found all charges the production of personnel nec- aims to be mutually inclusive, re-organize university govern- to be at least partially true, and essary to our North American not exclusive. blames defective university gov. type of technological society. In answer to this cry, each ernment structure for most of the

re-organization of internal ad. being echoed by a second and basically false because "it preministration and governmental smaller group of faculty, but for vents the question of university reasons more subtle and funda- government being raised in terms

This group views the present left-overs of a more 'humanistic' should be concerned with know-

New discontent-among the profs

In Perspective

Re-appraisal of the traditional chorus, and their rallying cry need, and the proper education be successful, these departments British philosopher: "We are ty association head. faced with the paradoxical fact

sor states his contention in a study be allowed to do so. trol and that gulf of misunder. curriculum: "The chief purpose ucation for education's sake verstanding is widening between ac. of the curriculum in all Canadian sus training for society's needs, ademic staff and administrative universities is ... to facilitate but these professors want the two

Although the Duff-Berdahl report opens the door for discus-The cry for re-organization is sion, many professors find it

They want to switch the debate versities not as mere outmoded discussion of what a human being their own ranks.

Our universities are directed at least a double aim - the train- ing curriculum. If attempts to towards the wrong ends, they ing of personnel for society's could be summed up in a quota- of individuals who want an ed- will have to accept guidelines set tion from Lord Bertrand Russell, ucation", said McMaster's facule down by a co-ordinating com-

And in brief reports and private that education has become one of debates, professors at McMaster country, have been urging that A prominent McMaster profes- those few students capable of true

This is an old argument - ed-

SUGGESTIONS

several courses of action to accomplish these aims.

For students who want to gamble, some professors have proposed a system where students attend no formal classes, have no formal assignments, and write no formal examinations.

That is, not until after four

Then the student would have to write a comprehensive examina- of government. tion on his field of study - an

The student would be assisted university faculty. during his four years of study could, for example, study two student revolts two years ago. such divers subjects as mathe. matics and psychology. Profes-

dents more choice, and allowing resign by the student action. students to carry reduced work loads if involved in extra-cur- Canadian professors appears to ricular activities of an education have all the makings of another al nature.

Professors advocate increas. ing the tutorial programs in which undergraduates discuss subjects inating courses.

succeed in their re-organization bears . . . you've got to make it scheme, they face at least three stop." major battles.

of authority.

The professors will face an which is supposed to control only orientation and structure of uni- from university government to a even more violent struggle within

In Canadian universities, the individual departments make We want the university to have most of the decisions concernmake curriculum changes are to mittee. Many professors fear departments will be unwilling to

> surrender any of their authority. Most important of all, a major fight is inevitable if universities try to shift their role away from training of students to fit

society's demands. Not that provincial governments are opposed to re-organization of the basic university structure. Most education ministers would welcome these shifts

towards increased efficiency. But differences would arise Professors have suggested in the aims of this new efficiency.

The other change - from graduating doers to graduating think. ers - appears more difficult. Here are two arguments: "The salient characteristic of

the multiversity is massive production of specialized excellence. The multiversity is actually not an education centre but a highly efficient industry engaged in producing skilled individuals to meet the immediate need of business

The first quotation is by a examination set by professors McMaster professor, expressing a common feeling among today's

The second argument was writby a committee of faculty mem. ten by Bradford Cleaveland in a bers who would plan his curricu- leaflet giving the rallying cries lum. Under this system, a student to students during the Berkeley

BERKELEY

The four-month-long revolt at sors hope new knowledge would the University of California's arise from this new combination Berkeley campus involved mass of courses and academic free- meetings of up to 7,000 students and brought sweeping changes in Less drastic curriculum re. the curriculum by the faculty and forms include cutting down on administration. The campus compulsory courses to allow stu- chancellor was also forced to

The current discontent among Berkeley affair. Whether it becomes one depends on the professors deciding - as did Mario Savio, a Berkeley student leader . with graduate students, and elim. that "the operation of the machine has become so odious you've got But before the professors can to put your bodies into the

Even if some professors do be-Battle number one will prob. come this drastic, many will ably be a power struggle with probably be discouraged by the presently - entrenched board of realization our powerful society, governors members who may be with its mighty technical cravunwilling to accept any reduction ings, has dictated the present curriculum.

HAIL TO THE CHIEF

(From the Toronto Daily Star)

McGill lead way Dal should go

A few weeks ago we asked what you think about the proposal to have students evaluate their professors and courses. The response was nil.

At this point The Gazette was willing to accept the fact that Dalhousie students are not interested in such a venture. However, the November 12 edition of the Toronto Daily Star carried the report of a similar undertaking at McGill University in Montreal.

The McGill project was significant for two reasons: it got beyond the planning stage: the result was an immediate success

The Gazette finds it hard to believe that there is that much difference between the faculty and students of McGill and Dalhousie. It appears that, true to our conservative heritage, we are going to wait until the scheme is almost universal before we give

It should be noted in this article that H. Douglas Woods, the McGill dean of arts and sciences is one of the strongest supporters of the evaluation.

> Oh, ripperty rapperty ree! The Students are grading the fac-ul-tee!

"So you did manage to get one," said the McGill University official. "I'm surprised the bookstore had any left at all." The \$1 paperback he referred to was not the memoirs of a collegiate Fanny Hill, but a businesslike, 144-page best-seller published by the Arts and Science Undergraduate Society and titled Course Guide 1966.

The Guide came out before the academic year opened this fall; and the dust hasn't even begun to settle on McGill's Montreal campus.

No mere course calendar, the Guide is a student evaluation of more than 100 courses in third and fourth year arts, science and commerce, and includes assessment of content, lectures, tests and readings. Its preparation was all quite scientific - a 70 per cent sampling of student opinion, IBM data tabulation and a basically responsible approach but the main reason 2,500 copies were snapped up so quickly was that it published blunt critiques by students on their professors'

Not unnaturally, students snickered upon finding that their professor rated as "condescending," "tedious," "totally insensitive" or "too bloody slow," It is not recorded what the professor involved thought of the

assessment: "Guests at the Mad Hatter's tea party communicated better."

Prof. A. R. Marshall ("communicates effectively") said that, on balance, the Guide was worthwhile. "At least it is quasi-scientific, compared with word-of-mouth."

Prof. Laurier LaPierre ("no conception at all of what his ideas on the material really were") sniffed that "I was criticized by the CBC for having too many opinions, and now I am criticized by my students for not having enough." There was, he added, "an element

The day before, LaPierre had told the Debating Union that McGill students were comfortably installed in their apathy. "You sit on your rear ends." he told them, "and contemplate two balls of lint in your belly button, while the world passes you by." Activism like student course evaluation was not, apparently, what he had in mind. He said for publication that the Guide was a great idea; but two different student sources claimed he'd told one of the editors to "stuff it."..."

Prof. Louis Dudek ("never dull") enthused in an article in The Gazette that "criticism from the students is the beginning of a dialogue and marks the first sign of a healthy vitality in the educational process."

Prof. Donald Kingsbury said the Course Guide was "a well conceived, well executed operation that produced the most balanced and the most accurate student survey of its kind done in North America." His course, mind you, was not included.

Authors of the Guide did try to produce an impartial document worthy of being used by students to select courses and by faculty to assess their teaching effectiveness. Managing editor William P. Baker stresses that they used detailed data from 4,000 questionnaires to determine their selection of quotes, and insists that "we always bent over backwards to be objective." And they did not assign actual marks or grades.

It was by no means an underground operation, the faculty having endorsed a policy of "non-interference coupled with encouragement of the students."

In a letter to his staff, H. Douglas Woods, dean of the faculty of arts and science, commented that "we now have a much better idea of how the courses look to the student," and urged the staff to read the Guide.

Letters to the Editor

little black variable resistor and they are so easy to use. complete with electrodes. He explained that certain unwanted seriously change personality structure I asked if the altered behavior was merely superficial Dr. Beach shrugged, saying that it was impossible to tell and im-

His attitude scares me. At the Nova Scotia Mental Hosis a very important part of treatment. A psychiatric nurse in the shock therapy room there was unable to tell a Dalhousie Psychology Club tour group why shock therapy is used or what either mental or psychological. Her only comment was that "it seems to work". That nurse, who

In the hands of such mentalities it is not difficult to imagine, once chology have percolated down to home. Let's begin again. from university labs to primary education, the little bottle and the little black box in every principals' office. Ultimately, of course, the apparatus will be built into the pupils' desks. Knowing a little about stimulus-response and having twenty or so volts on hand one can always be assured that behavior will be predictable. Maybe we will not have to wait eighteen years after all.

a local thought-criminal

Apropos of your article on Mr. Hankey is affiliated in some is so much we can believe in Dr. Beach. Perhaps his interest way, shape or form to the arch when we call him a name. We in human behavior is not re- categorizers, Aristotle and know him now. Yes, and now that stricted to its predictability, in Thomas Aquinas. Through his fact, I suspect that his real in- intimate affiliation Mr. Hankey our work. What work do we do, terest leans toward the possibil- has managed to utter a speech ity of controlling it. Since Dr. that derides the PERSON who Beach has the position on the studies English. He has labelled staff of this university as a psy- him sophist. Of course Mr. chological councillor, I was in- Hankey loves labels - much more terested to find in his office a so than he loves people - they bottle of saline solution and a are so much easier to understand

Mr. Hankey likes to categorize. He needs labels. Without them aspects of behavior can be al- he would be lost. He should tered by 20V jolts. Being doubt- realize that the students he talks dains those in English and this ful that this type of thing could to (or rather talks down to) are not merely puppets of depts., but are men and women capable or pointed to something deeper. OWN personalities and their OWN merely Philosophy or English plied that the question was ir- or any other discipline one cares relevant in any case since only to name. This Mr. Hankey seems the behavior itself is significant. to forget. Just what is an English student? Mr. Hankey says he is a sophist. Perhaps the best answer pital in Dartmouth, shock therapy would be to say that the English English anything else seems ir-

relevant and false labelling. Oh yes! all the English students you've met Mr. Hankey have been sophists and this letsecondary effects it might have, ter is obviously from an English student who is also a sophist. So we can dismiss both student and letter as sheer sophistry and daily administered the "treat walk away feeling infinitely supement" was oblivious, not knowing rior. Go ahead dismiss the Engwhat she was doing, why, or how. lish student with a label. Dismiss anyone, it's easy. Thrasymachus can do it, why can't you? Ah! the discoveries of behavioral psy- but here I'm getting too close

Name calling is destructive and petty. It is Mr. Hankey's purpose to destroy. Once labelled we need not worry about that which is labelled anymore. But can you dismiss the human being? Oh, I know Aristotle does it and Tom does it. Labels are effective. They all do it WE all do it - but what of the flesh and blood' man, the man of every day life. Let's get rid of him. Let's say he is common or vulgar, aristocratic even if you will, let's call him a name. . . sophist If by sophist Mr. Hankey means will do, that captures him so one who uses fallacious argument nicely. Perhaps it would be more then what could be more sophis- fitting to call him one of the ticated than the biased general- following (you can take your pick): izations he takes towards English realist, pragmatist, materialist,

reading his speech published 2 ist, racialist. Yes we learn so weeks ago in the gazette, that much about him this way. There we know him we can get on with you ask? Why, sillies, we put labels on things, people, events . . . say do you need any labels? One LEARNS so much that way. Come on Hankey get down off your high horse. Like speak to us with words that mean something. We have had enough of disdain. Should I say this is typical of philosophy students? Or should I say one student disstudent happens to be in philosophy. But surely you are more than a philosophy student Mr. of some intelligence, with their Hankey! Surely you are more than merely a student! If so special interests; they are not then give us guys the students of this here University more than pretentious verbiage with latin headlines.

It is unfortunate that Mr. Hankey cannot speak to anyone without deriding other areas of study. This seems to be the student is a man who studies going FAD amongst insecure people and insecure academic disciplines. Mr. Hankey's speech exemplifies the petty back biting that seems to be so prevalent amongst members of depts (professors included). It would indeed be a new experience to have conversation with a student without having to hear the semicourse notes. It would be even It is true that we all have masks this together. Perhaps your and perhaps the academic mask speeches would have more effect is harder to discard than most. if you attempted to solidify dis-But we should be careful (this ciplines (after all this is what is where you come in Mr. Hankey) you would REALLY like) than to of not hiding behind the mask divide them. so that the self can never emerge.

Philosophy enables one to hide behind terms. . . not live them. Mr. Hankey would be better off using the language of the streets expressive of the real student

I want to bring to the attention of the Gazette what I believe

to be unusual happenings in the Dal men's residence There is this strange guy next door to me. I think he is a queer or something. He never mixes with the guys and refuses to do regular type things like wrestle and take showers when other guys are

Last night I used my infra-red camera attachment and shot this picture of him as he was getting ready for bed in his darkened

Now I have the picture and this is my real problem. What do you think the story is with this fellow?

Yours truly B. Edward Till (don't print my name)

digested remnants of yesterday's how many English students in their mild applause each time just your experience Mr. Hankey have pleasureful, almost spiritually been sophists? All of them Mr. then stopped abruptly, as prerewarding, to hear a student use Hankey? Really! Perhaps you language that reflects his inner mean that their reasoning is not being and not the external facade your own. Remember Mr. Hankey of what he would like to be, we are all students; we are in

What do Haligonians have against live music and the theatre? When the New York Pro since no doubt it would be more Musica gave a concert of Renaissance music in the Kings Colthan the pompous verbiage that lege gymnasium last Sunday cians with a standing ovation Mr. Hankey likes to employ. afternoon, the audience's res-Emerge from your cloistered ponse was as chilly as the weather cage Mr. Hankey. We shall be outside, After each magnificently glad to receive you as a human performed piece, the listeners being without condemning you clapped with the measured because you think Aristotle and politeness of parents at a gramstudents. It is obvious, from rationalist, philosopher, human. Aquinas are 'groovy'. By the way mar school play. They sustained

long enough for one curtain call. dictable as Pavlov's dogs. Only the single encore elicited a ripple of genuine warmth from the audience, and that more for the comical quality of the piece than for its musical worth.

Unfortunately, this kind of response is all too typical of our concert and theatre audiences. Elsewhere in America and in Europe, on the other hand, a good concert or play will be received with all the enthusiasm it merits. To take but one example:following a recent production of an opera in a major European city, the audience acclaimed the musiwhich lasted for thirty minutes. One wonders what, in Halifax, would even begin to receive such a response, short of perhaps a broken recording of "God Save the Queen" in the Hyland Theatre.

Dorian B. Huber