

French Books On Exhibit At Macdonald Library

Perhaps, those who sometimes visit the Dal Memorial Library have noticed a great display of books in the middle of the upstairs reading room. This is a display of French books sponsored by the French Government in Ottawa through M. Jean Lapierre, French Consul in Halifax, and Professor Paul Chavy head of the Modern Language Department at Dal. M. LaPierre visited the University on Friday afternoon, February 3, accompanied by Professor Paul Chavy, when the exhibition was accepted on behalf of President A. E. Kerr and Mr. D. G. Lockhead, University librarian. On Saturday night notice was given to this exhibition on Television.

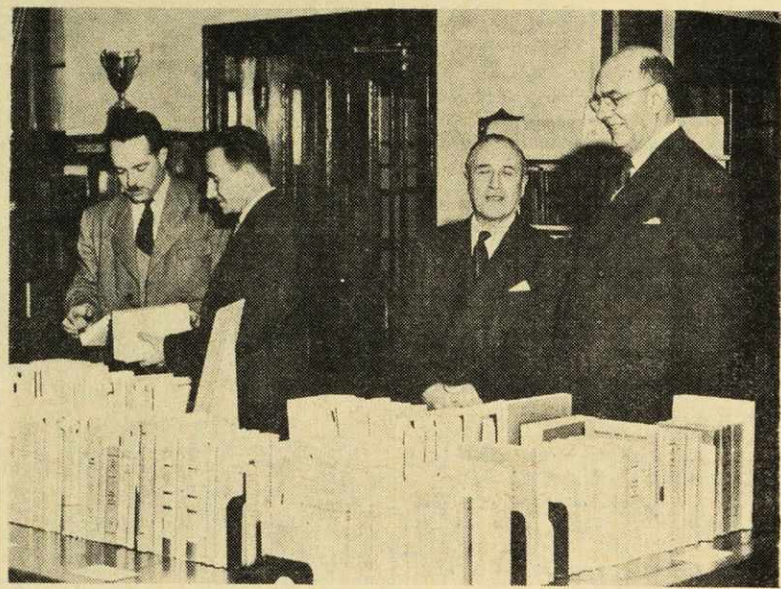
This exhibition is a travelling one, starting at Dalhousie and continuing to other universities in the Maritimes. The librarians at Dalhousie have said that a large number of students are taking a keen interest in these books, for this display only lasts for two weeks, and the students want to make the most of it while it is here.

Quality is the keynote rather than a splashy show. This exhibition is intended to show the sort of books being published in France at the present time. These are books selected from many fields of learning — Geography, Sociology, Political Science, Law, Literature, History, Religion, Psychology and Philosophy. The Med. students have their own display of French books relating to medicine at the Medical - Dentistry Library on Carleton Street.

Perhaps, some have wondered why these books have only paper jackets. It is not the kind that we are used to seeing, but the French have started to use this style of publishing which allows the publisher to sell it cheaply and to have a wide circulation. The States have started to copy this method and some people would like to see this sort of thing started in Canada. The paper jacket has another advantage in that it allows the purchaser to choose his own binding; he can even have the binding match the color scheme of his room. Thus, there is a trend which allows the publisher to say what the people will have.

Since this exhibition is indicative of what is being published in France, then the French Academic circles must be quite powerful for these books are not just pot-boilers. It is encouraging and interesting to note this activity of writing in France.

The young writers are being encouraged to write in France, for



Shown above at the opening of the exhibit of French books at the Macdonald Memorial Library are, left to right, Mr. Lockhead, M. Chavy, Dr. Kerr and M. Jean LaPierre, the French Consul who opened the exhibit on behalf of the French government.

(Photo by Thomas)

Dominique Lapierre, the son of the French Consul in Halifax, wrote one of his books when he was only seventeen and had it published in France. This book, *Un Dollar les Mille Kilometres*, is in the display.

Perhaps, if you are ever in the library, you will find many books to interest you in this 350-book display.

A Review Of "Little Foxes"

by Ron Pugsley

The Dalhousie Glee and Dramatic Society presented "The Little Foxes", a play by Lillian Hellman, to an appreciative but small audience last Thursday night. The play is concerned with a business deal, but its primary purpose is to illustrate the personalities of a small group of individuals, most of whom are related either by blood or marriage. With such a limited field of action as this, effective contrast and shading is demanded from all principals. It is not, therefore, an easy task to undertake for an amateur group, but the players all did their best and managed to convey the characters of these individuals rather well. From an audience standpoint, the play is most demanding and requires strict attention from beginning to end. Nevertheless, the Glee Club is to be praised once again for choosing rather an off beat play that most of us have not only not seen or read, but probably won't have the opportunity of seeing again.

Everyone Shares

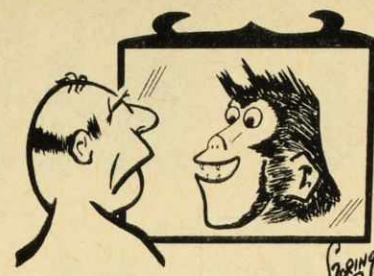
No one player dominates the stage throughout; it is one of the assets of the production that each major player has at least one scene to demonstrate his or her talent. The members of the cast are for the most part the same as have appeared in other Glee Club productions, and it is apparent that they are becoming used to working with one another.

Brenda Murphy was well suited to her part. She, more than anyone else, controlled the action. She dominated her invalid husband, at other times she charmed the Northern tycoon, Marshall, and yet again she showed she was a woman to be pitied. We do not see her fear and loneliness until the final curtain when her daughter exclaims—"Ave you afraid, Mama?" It is then that we realize that she would have been a far different woman, and a far more happier, contented woman, if she had chosen a husband with more care. However, I think that in the scenes with Horace, she failed to convey, as did David Murray, what the dramatist had in mind. The audience only felt that these two did not get along, were not compatible; however, Miss Hellman had more than that in mind, I am sure. In the third act, Addie and Horace are talking alone when voices are heard outside. Addie, fearing the power that Regina has over Horace and the effect that she will have on him, starts to wheel him to his room. He protests, and Addie says—"But that's Miss Regina coming back." The audience should have experienced a pang of fear, not just for Horace's health, but for his mental well being. The atmosphere should immediately change, and there would have been a sharper break with the happier scenes that preceded. Miss Hellman, I believe, had something like the atmosphere of a Shakespearean tragedy in mind, which as a rule has a special tone of its own, quite perceptible, however difficult to describe. Now this may be a small point to belabor so long, but yet it was essential to the drama. However, David Murray and Carol Vincent do not have three months to prepare a play and even without this effect, they are to be congratulated for their good work.

Effective Use

David Murray made effective use of his slim hands and of the make up box. He managed to contrast effectively the different sentiments of Horace which are revealed in

LET'S FACE IT



By Anne Coburn and Libby Mayall

WHAT IS EVERYONE TALKING ABOUT? The latest topic is the Student Health Program. As this program covers the entire campus all of you have had occasion to come in contact with it. Some have benefitted and others have departed with unfavorable impressions (as illustrated by the letter on page two).

PRO

Without medicine civilization could not have progressed as it has. As knowledge has increased, so has the necessity for longer and more thorough training of medical students. When they become doctors their time is no longer their own but belongs to humanity. Theirs is an honorable profession bound by a strict code of ethics. Medicine has made great advances in the prevention of disease, but unfortunately it has not conquered all the weakness of the human body.

As students we are no different from the average person in that we tend to become ill. At these times we must place our health in the hands of the medical profession. The University has provided a program to care for our medical needs. The doctors at the Student Health Clinic are there to diagnose and to treat the students to the best of their ability. Halifax, as a large community, makes heavy demands upon the doctors with its clinics. Many of the doctors come directly from another clinic, such as Camp Hill, to the Student Health Clinic. Their days are far too busy and too often the student's complaint is the common cold. These are factors that the student must realize.

CON

However, students have reported unfortunate experiences in connection with the Clinic and the Dispensary hours. The most common occurrence is the delayed appearance of the doctors, while quite often students have waited in vain to see a doctor who has failed to arrive. For instance: W. M. of Arts and Science attended the Clinic from 12 noon to 1 o'clock on Jan. 25th, 31st and Feb 2nd, and left each time unattended because of the absence of a doctor. On Feb. 7th he was finally examined by a doctor who had arrived just after 1 p.m. On Jan. 31st a student who believed he had broken his nose while playing basketball left without being treated, as again there was no doctor present. One student, M.E. of Law, waited on Feb. 7th for a full hour before the doctor arrived and was finally seen after 1:30 p.m. He then discovered that the Dispensary was closed and, in order to obtain the required drugs, he had to wait until 2:30 p.m. These few examples are typi-

cal of the experiences which many of the students have had this year. In spite of this, a large percentage of the students have agreed that the services were excellent when rendered.

At times the doctors must be hampered by the medical files which in some cases have not been brought up to date. It is uncertain whether or not this is the fault of the student, who might have failed to supply the information. Student cooperation is vital where the success of the medical program is concerned. However, the rising frequency and validity of these complaints serves as a basis for the conclusion that there must be a flaw in the Student Health program.

CORRECTION?

How can this flaw be corrected? The issue, arising from an exasperated exclamation, was considered by the Student Council, who have brought it to the attention of Dr. Kerr. It is the students who have been and will be affected. There are many ways of looking at the problem and both sides of the case must be considered. We wish to state clearly that, in our opinion this is not a question of medical ethics; the matter revolves around the present operation of the Clinic. As a result of the current discussions and criticisms several suggestions have been made which might prove to be of value. We offer them to you for what they may be worth:

1. Inasmuch as many students have classes from 12 noon to 1 p.m. on Mondays, Wednesdays and Fridays, the Clinic hours might be extended for an hour or be changed to a more convenient time for all concerned.
2. As students often wish to obtain drugs upon leaving the Clinic, the Dispensary and Clinic hours might be more closely correlated.
3. In order to aid the doctors, the Clinic health records might be kept up-to-date.
4. Students' bewilderment and irritation would be greatly reduced if, upon arriving at the Clinic, they could report at once to a receptionist.
5. If the compulsory examinations and vaccinations are still required, they might be more strictly enforced.

Let us hope that in the future the situation at the Clinic can be alleviated. However, we must also do our part by complying with the stipulations of the Administration.

the scenes with his daughter, the servants, his in-laws and his wife.

Helen Horne, in a somewhat similar role as she played in the *Madwoman*, was most effective, especially in the scene at the opening of Act III. Madness of any kind is not an easy thing to convey across the footlights. It is usually overacted or underplayed, and it is a rare thing to find a young girl, with not more than a smattering of amateur experience, to create a character so effectively. Graeme Nicholson caught the point of the play more so than did the other players. I, at first, thought that he was underplaying, but as the play progressed, the audience sees that this is not a play of black and white strokes, but rather one of shades and mingling of colors. It is an insidious evil that twines and grows like a virginia creeper, not quickly and straight upward but slowly and snakelike.

John Nichols playing an entirely different role than we have seen, was surprisingly good. Slapping his demented wife around, is not the sort of thing that we would have expected in John. He dominated Birdie and Leo, his son, effectively, yet was convincingly stupid and servile in his relationship with Ben and Regina.

David Brown, in a smaller role, was more than competent. It is the smaller roles that contribute a great deal to plays and they must be handled with care. David, as usual got as much out of the part as it had to offer, and yet he was content not to overplay.

Julia Gosling and Ilana Lipton, playing more or less straight roles, also did good work. I should re-

mark that Julia and Ilana were not content to play their parts as merely foils, they introduced life and breadth into their characterizations and this, of course, contributed to the effectiveness of the play. David Bogart and Gene Gibson are also to be commended for giving thought to their parts.

Setting Disappointing

The setting was a little disappointing. The furniture was of all shapes and kinds and certainly did not convey the impression that the owner was the type of man who had \$80,000 in Union Pacific bonds in his safety deposit box. More care could have been given to the clothing, especially the men's overcoats. If you are going to present a period play, don't have some of the clothing pre 1900 and other clothing of the 1956 variety. It is a small point but it detracts from the illusion the players are attempting to create.

I was certainly not disappointed in the production; as I mentioned at the outset, this is a play that is different from most and one which I was happy not to miss. However, I am sure it must have been disappointing to some of the members of the cast to have only 64 people present. I think it would be a good idea if the Glee Club or whoever is responsible return to the practice of having a Students' Night, where the students are admitted for no cost. This would increase the number present, and also make the job of the participants an easier one. Twenty-five cents is not a great hardship for most of us, but nevertheless it can't be a great source of revenue for the University when the audience is so small.

Canada's Continent-wide College

by John Nichols

PART I

Canada has a unique education institution called Frontier College. Its campus is the continent wide frontier itself, its classrooms — railway bunk cars, mining sheds or sheltering groves of trees. Its students are the bush workers, the miners, the members of railway construction and repair gangs and fishermen. Its faculty are university men — graduate and undergraduate — who each summer live and work side by side with these labourers, and who at night seek to bring to them some part of their culture and education.

Although this "college" has been operating for some 50 years, comparatively few students know anything of its activities or its range, or of its usefulness in acquainting the newcomer to this country with Canadian ideas and ideals. They do not realize that in recent years it has had a faculty of 63 members each year and a 'student body' of approximately 1,500 in study classes and 8,200 in informal study groups.

Naturally its success along these lines hinges in a large measure on the type of "faculty" it selects. This faculty must consist of men able to work as well as teach and the requirements of a Labourer-Teacher are stiff. Dalhousie University each year has sent out a strong complement of Labourer-Teachers, with almost 100% success in the field. Students from Dalhousie Medical school such as Harold Nason, D. W. Archibald and Shelton Adams; from the Dalhousie Law School as Dave Bryson, Stephen Harper and graduate Dick Weldon, grandson of a former Dean of the Law School; from the Arts School such men as Kempton Hayes, Robert Findlay, Robert H. Nichols and Charles Kempe. The list is not long but through the careful selection of the teachers Dalhousie University has built up a reputation of supplying capable, reliable Labourer-Teachers.

Recruiting these teachers from universities in Canada and the United States and even from some European Universities, the Principal Eric Robinson, following the

principles of former principal and prime originator, sets these standards; any student weighing 160 pounds preferably and above the sophomore year may try for a teaching post with Frontier College. If he passes the college's requirements and is accepted the student must accept whatever job he is allotted — in mine, fishing, railway, hydro-electric or lumber camp — anywhere in Canada. The Labourer-Teacher must be ready to accept the toughest and lowest paid job on the gang as an inspiration to the other workers, to become one with them. After putting in his regular stint of eight to ten hours with his assigned gang, the Labourer-Teacher must teach reading, writing and citizenship and other subjects to all who want them.

On the face of it then, the post of Labourer-Teacher is definitely not attractive — black flies, low pay and lots of hard physical work are not the best inducements for any job. Yet each summer more than 200 students — some from the highest academic ranks a Governor General's medallist from Carleton College taught in Newfoundland last year, but knowing little of the rudiments of bush life — chose to compete for one of these sixty-three back breaking assignments in the Canadian wilds.

On the job with his gang the Labourer-Teacher faces many problems even before his classes start. He has to find a place in which to hold them, and he has to find the men who wish to study. His sole equipment consists of a large map of Canada, a folded rubber black board with brush and chalk and a small box of books and magazines. If the teacher is able to enlist the

cooks on his side (and he invariably can and does) the dinner will form his classroom, with the aid of the kitchen staff who sometimes remain to see what sort of fellow the "Professor" is like, the stage is set for the pupils.

These pupils are all shapes, sizes, ages and nationalities—new workers in a growing country. The Labourer-Teacher may start with only a small class with whom he can chat in seminar style, or he may be swamped with as many as forty pupils so that he has to stagger his classes into two one-hour groups each evening. In any case he follows no set curriculum. This is perhaps why the faculty must be hand-picked for the initiative, resourcefulness and just plain guts. Professional teachers rarely make the grade as Labourer-Teachers because they have acquired a teaching pattern that is difficult for them to shake off. The one help the head office of Frontier College sends with the Labourer-Teacher is the basic English Primer.

This little paper backed book etc. with its diagrams and pictures for each word has brought the English language to thousands of Frontier's students. The Primer contains an 850-word vocabulary with illustrative sentences and descriptions for the accompanying diagrams. When the students have completed a summer session these booklets are dogeared but the men have usually mastered the 850 basic words.

The Labourer-Teacher acts as a counsellor and hears the men's personal problems. Sometimes these concern their children, sometimes their marital relations. Often they have to do with readjustments to a new country and its life. Supplied with a First Aid kit as part of his outfit, the teacher does out headaches powders on Mondays and throughout the week acts as the "doctor" who removes wood and steel splinters from caloused hands, and cinders from eyes. He quickly finds out he must emulate Florence Nightingale, or Dr. Mayo and even Dorothy Dix.

All this work is achieved on a purely non-profit basis as Frontier College relies on voluntary contributions. Its annual budget rarely exceeds \$30,000. With financial backing, it managed to supply last year 318 camps with upwards of 6,000 books and approximately 161,000 magazines and other publications and, as already stated, placed some 63 university men as working instructors.

to be continued

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