



# The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

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## The New Curriculum

The new curriculum is a vast improvement over the present system. Indeed there is every indication that its adoption will be just the right measure to maintain Dalhousie in a top-ranking position among Canadian universities. If Nova Scotian students are now to be forced to endure one more year of high school purgatory, at least something better awaits them when they finally arrive on campus. The faculty and administration are to be congratulated.

The new curriculum will come into effect next September. All students now at Dalhousie will not qualify for the new curriculum, all new students entering the university will be required to have senior matriculation standing - Grade XII in Nova Scotia. This means that they should be able to obtain a pass degree in three years and an honours degree in four.

Under the new system the subjects are divided into four groups. GROUP A contains French, German, Greek, Latin, Russian and Spanish. GROUP B, Classics, English, History and Philosophy. GROUP C, Economics, Political Science, Psychology and Sociology. GROUP D, Biology, Chemistry, Geology, Mathematics, and Physics. This is an obvious arrangement of disciplines.

In order to obtain a General B.A. the student must complete fifteen courses. In his first year he will be required to take one from each year he will be required to take one from each group plus one option. In addition he is required to take English (though students with a mark of 80% on their matrics who pass a special examination with 65% will be exempted from this regulation) in the first or second year. However, and this is an important change, any student who has passed (i.e. 50%) a science in Grade XII will not be required to take a subject in Group D. This is a very progressive step, though in our opinion there should not be any regulation requiring a science or a math for any student who qualifies to enter the university. There is little value for the unscientific Arts student in playing the scientist in first year laboratories. In the second and third years, ten more classes are to be taken, six beyond first year courses, in two subjects, one to be designated as a "major" the other as a "minor" plus four options in other fields.

There are similar radical changes in store for the embryonic science student. In the first year he must take two classes in Group D, one in Group A, one from B or C, and one option. In the second and third years the remaining ten courses are divided as six beyond the first year level in a science (Psychology is now to count as a science for this purpose) plus four others which should be non-science. In any event, he is required to take one class in Math, one in English, one in another language and at least two other non-science courses.

Commerce students will have a somewhat more restrictive program. In the first year they will be required to take two Commerce courses, English 100, Economics 100, and a Science course if they do not have a credit from high school. In second year they must take two more Commerce courses, Economics 200, a course in Political Science, and either Math or Philosophy, though the head of the Commerce department may grant students an exemption from this last category. In third year they must take four courses either in Economics or Commerce plus one option.

It is obvious however, that under the new system many students will be encouraged to take the more formally organized honours program and stay four years for their degree. First year is to be the same for all students and at the end of the year students may apply to take the honours program. If accepted they must then decide whether they wish to take a "major program" in one subject, or whether they wish to take "combined honours".

If they choose the former they must make up the remaining fifteen courses by taking nine classes beyond the freshman level in one subject, plus two classes in a related field,

plus four others, not in the major field.

If they choose to take combined honours they must take eleven classes beyond first year in two allied subjects, though not more than seven in either subject, plus four others in different fields. All honours students are under the supervision of their department.

In order to obtain standing a student must have an overall average in his honours courses of 65% (80% for first class honours) plus, and this is a new addition, a general average at each set of examinations of 60%. In actual fact this latter requirement will not be any burden for the honours student since most of his marks should at least be in the 60's and since he will no longer be required to take a number of compulsory subjects which he might very well loathe; and hence do poorly in them.

As an example of the new honours program we may consider the English department where three combination honours programs are offered; English and French, English and History, and English and Philosophy. Or the Political Science department will offer combined honours in Political Science and Philosophy, Political Science and Economics, and Political Science and Sociology.

Other points of interest about the curriculum which comes up for final approval before the Arts and Science Faculty Council this Tuesday are the "point system" the summer school regulations and the suspending of the Bachelor of Fine Arts program for 1966-67. The Gazette is disappointed that the rule permitting a student to take only one summer school course is to remain in effect. Other universities allow two courses to be taken and for most students, there is sufficient time in the summer to do this successfully. Also, since the present dates of the summer school almost always preclude obtaining a decent summer job and after the session, the faculty council might well consider recommending to the Senate that the length of the summer session be lengthened. This would permit students to easily take the extra course.

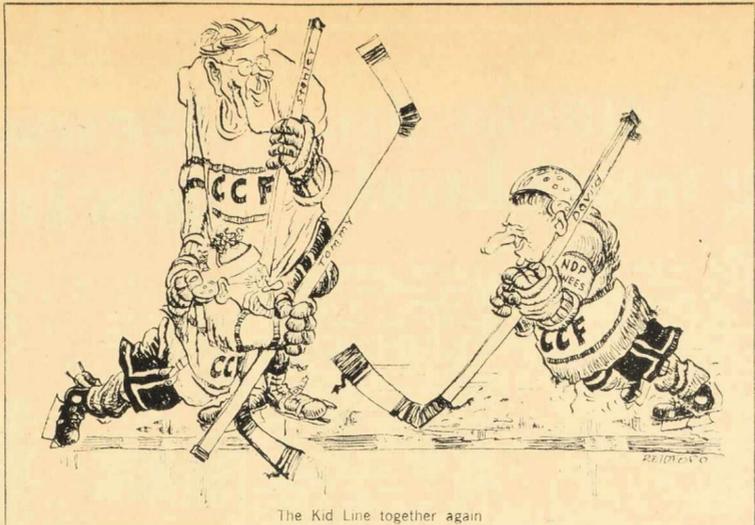
The point system is aimed at preventing the borderline student from obtaining a degree. Points are awarded for classes of marks, so that a mark from 80 to 100 is worth 3 points from 65 to 79, 2 points from 56 to 64, 1 point, and from 50 to 55 no points. In order to graduate a student must have a minimum of 10 points. Thus a student with a large number of low marks, many below 55, will not be granted a degree. This is an excellent system and will do much to raise the academic standards of Dalhousie.

Generally the Gazette is very pleased with the proposed curriculum and we hope that the Faculty Council will make it official without any substantial changes. We realize that its faults are often unavoidable because of the conflicts of interest between the various departments and groups in the academic community.

However we are unhappy about the fact that students have not been consulted about the changes and that no effort was made to include student representation on the various committees drafting the scheme. Students are an integral part of the university and have a right to participate in this sort of debate. Indeed, we would much rather see our Council debate this kind of matter than some of the nonsense which presently occupies their time. We trust that there are members of the faculty and the administration who share this view.

Though the curriculum is now almost completely set, we feel that it would still be extremely valuable if faculty members would use their Monday classes to discuss it with their students. Though not many valuable ideas are likely to spring from this ad hoc session, nevertheless it would mean that at least taken student participation would form part of the preparation for the adoption of the curriculum.

This could only be good for the university.



## Letters to the editor

### EXCHANGE STUDENT WRITES BACK FROM U. OF GUELPH

Dear Sir:

This year as an exchange student at the University of Guelph is by far the best of my three years of college life. I am one of fifty students across Canada enjoying the benefits of the Interregional Scholarship Exchange Plan (ISEP). It is a plan sponsored by CUS which allows students of second class standing to spend a year studying at a different university with tuition fees completely waived by the exchange university.

The University of Guelph is located in Guelph, Ontario, a quiet city of 42,000. The university is composed of four colleges: Ontario Veterinary College, Ontario Agricultural College, Macdonald Institute (Home Economics) and Wellington College, a newly formed Arts college. This year student enrollment has reached a record high of 2,200. Student identity is based on class (graduating year) and college. Such small units accounts for the friendly and spirited atmosphere of the campus.

The undergraduate curriculum is a tri-semester system of spring, summer and winter terms with three sets of final exams a year. Of course it is possible to study for only the winter and spring semesters. Like many universities today Guelph is in the midst of an ambitious expansion program with a predicted enrollment jump to 5,000 by 1970. Many students feel that it will soon lose the intimacy and character of a small agricultural college.

Student life has its particular flavour on any campus. Most first year students are in residence and others have rooms or share apartments near the campus. Since very few students come from Guelph and the city offers little entertainment of interest to students, spirit on campus is high. We have an exceptional physical education building with two gyms and facilities for swimming, curling, shooting, squash, and other sports.

The biggest social event of the year is not Winter Carnival which lasts one weekend, but College Royal. It began as a livestock showmanship contest and today virtually every department and club on campus has set up its own type of showmanship and competition. The College Royal Ball and crowning of a queen begin the festivities and Curtain Call, a performance composed and produced entirely by students plays for several nights.

Most students know something about Dalhousie University but are not too familiar with the Maritimes in the same way I was a stranger to Ontario, its general geography and way of life. This is the whole purpose of ISEP - that students should become familiar with the rest of Canada in the best way, by actually spending a year in another province. Exchange students should be able to communicate with others, exchange ideas and sell their own province as well. I am the coordinator for ISEP at Guelph and student interest is keen once they become aware of this plan and its many benefits.

My year away at university is proving an invaluable experience, especially since I live in Halifax. One year in residence away from home should form a part of every student's university education. I am tasting and testing the thrills and spills of independence, and self assertion - all in a new and exciting environment. Above all I am now convinced that university life can be the most wonderful adventure in a young person's life.

Yours truly,  
Sheila Hogan

### CINCINNATUS SPEAKS

Dear Sir:

It has fallen to my unfortunate lot to have to endure your pinko newspaper. Just talking to various students on campus, I have learned that a large number of them, including almost every American at Dal, refer, justifiably to the Gazette as "Tass", or even "Pravda."

There is no doubt in my mind that the Dalhousie Gazette must obtain a new staff immediately. You are helping to destroy Canada's friendly relations with our neighbor to the South, and your opinions are nothing but the manderings of the lunatic left wing fringe.

Fortunately there are students on this campus, and more particularly on the Student Council, who can see through your hysterical socialistic philosophy. The time has come for these students to act.

Next week posters will appear on campus. They will herald a new era at our university in which all the pinkos and commies are ruthlessly weeded out of positions of power. You will be destroyed.

Meanwhile you might be able to rescue yourself from our campaign provided that you change your policy. Next week, we demand that the Dalhousie Gazette, cease offending our American brothers, by printing a paper in which there is not one mention of sex.

We don't think you can do it.  
Yours truly  
"Cincinnati"

an encore which earned him another standing ovation.

The orchestra was hardly less distinguished in its performance of two other works. Hayden's Symphony no. 103 went off very smoothly. Appelbaum's "Revival Scene and Finale" from Barbara Allen" was well-performed. It is clearly a first-rate work in the tradition of contemporary Canadian Music, and the Orchestra did full justice to it.

For the second time in four concerts this year it played right up to par with the leading orchestras on this continent. However, one severe reservation must be attached: the piano is in very poor condition and it is an insult to any artist to ask him to perform on such a piano.

Although Mr. Illan, with great effort, managed to overcome this completely but made no secret to the audience that the orchestra would do well to replace or repair it. Otherwise the performance actually surpassed all reasonable expectations.

Yours truly  
Prentiss Glazier

### POSTERS ARE MESSY

The Editor,  
Dalhousie Gazette.

Dear Sir:

On walls and trees and bulletin boards all over this campus, university students are displaying their ignorance. It is a tenable position that a messy sign attracts attention; but this is insufficient to excuse the prevalence of

Misspellings—  
Mis-punctuation—  
Mismatched print styles.  
Through gritted teeth one can forgive misprints in the Gazette on grounds of typesetting haste. When one is preparing a poster for one's organization, however, one might be expected to make an effort to seem literate.

JOHN WRIGHT,  
GS '67

### Critics of "boob-tube"

# Television lectures here to stay, predicts report to universities

By CLIFF WILL

REPRINTED FROM THE SILHOUETTE

Critics of the boob-tube beware—TV lectures are here to stay. This prediction is made in a 28-page report prepared for the heads of Ontario's provincially assisted universities and colleges, and published Dec. 10.

The reason? Television lectures offer advantages to the direct system both quantitatively and qualitatively.

The quantitative advantages are obvious, says the report. More students can be taught by fewer instructors. The use of video-tape greatly increases the scope of the TV classroom.

Television offers a number of qualitative advantages, especially in the fields of science and medicine. Such delicate observations as the staining of a slide, certain dental techniques or the scanning of detailed graphs can be made easily visible to a large studio audience.

By 1970 there will be a shortage of qualified professors in Canadian universities, says the report. About 8,300 full-time staff will be needed in all Ontario universities in 1970-71. From the present level of 3,700, the provincially assisted Ontario universities will need between 600 and 900 additional staff members each year. But only 190 Ph.D.'s were granted in Ontario in 1963-64.

The purpose of television will then be to "make optimum use of the talents of every staff member who will be available."

### HELP PROFESSIONAL

Television will also solve some of the problems of increased enrolment, by enabling the professor to give his lecture once and reach the whole class, leaving more time to conduct seminars, meet students individually and pursue his own research and supervision.

Television, says the report, seems to be a practical way to have the very best lecturers made available to all. It also supplies a helpful method to achieve uniformity of instruction, especially in introductory courses.

The use of videotape gives the additional advantage of being able to repeat lectures. The report predicts the establishment of tape libraries, where students may have explanations and portions of lectures repeated.

The principle of qualitative improvement, the report states, "is generally accepted by the academic community, though its application to a widening spectrum of subjects is moving through a cycle of initial resistance, experimentation and evaluation."

"The most serious doubts are based on the fear that television may debase the whole process of higher education."

The fear is that the "professional virtues of sincere and humble scholarship" may become overshadowed by "glitzy and the arts of the showman."

### SOME WEAKNESSES

The use of television may tend to "elevate the performing professor and reduce his class assistants to conforming drudges. The autonomy of universities themselves could be threatened if governments forced them to use the medium against their judgment."

There is another fear, which has to do with the place of the

## From the vestal's temple

• By NANCY WHITE •

It was one of those windwhistling nights that steal security from the heart. The air was dry and the trees were almost rattling.

Suddenly the wind stopped. In its place was an eerie silence, broken only occasionally by the hum of locusts, the clink of glasses, the rumbling of a subway train, the rattle of a taxi and the pealing of a church bell.

A strange quiet hung around the ancient stone dormitory up the hill from The Elbow, the chilly inlet of the North Atlantic.

In her suite on the fourth floor, sophomore science student Jane Bomb poured herself another 'killfliter, noting urbanely to herself that in Ottawa this drink was known as a rusty nail.

"It only," she mused, "I were in Ottawa right now, I could note urbanely that in Nova Scotia this rusty nail would be known as a killfliter." She gazed pensively out the window.

Jane Bomb was looking rugged as usual in an ankle-length granny-gown she'd made herself out of her old Girl Guide rucksack. With it she wore goldbell-bottom sneakers, kid gloves and chin-chilla earmuffs.

She smoked a Turkish cigarette as she perused the latest edition of Lanfranc's Chirurgie, her restless mind wondering all the while why a girl as self-disciplined as she couldn't learn to like smoking.

"Why can't someone as self-disciplined as I not learn to like smoking?" she asked grimly as she burst into a fit of coughing.

She wandered over to the hi-fi set, put "Barbra Streisand Sings the William Tell Overture" on the turntable, and coolly flicked the off-on button. Silence. Jan's face clouded with anger. She delicately kicked the machine. Still silence.

Always the scientist, Bomb carefully took the set apart and noted with a practised eye that someone had pulled the plug from the wall.

The level-headed girl deftly extricated a small radio set from the sole of her right sneaker and spoke tersely into the pin-sized microphone:

"If Hammy is anywhere in the building would he please go to room 487 right away. My record player seems to be unplugged."

After difficulties were overcome, Jane returned once more to her killfliter and Lanfranc. Outside the silence still hung heavy.

Suddenly, out of the calm, came a tiny click and a choked voice sobbed through her intercom: "Id there anyone in the hall who knows how to fire a revolver?"

Jane's mind immediately sprang into action. "It is quite clear to me," she said, "that the speaker was a girl." What had happened was obvious to her steel-trap mind. Someone, somewhere in the building, was in search of someone who knew how to fire a revolver.

Jane prepared to offer her assistance. She quickly changed into a pair of claret leather slacks, high black boots with stacked heel and a sleek black leather blouse V-ed to the waist.

Next, she combed her knee-length telephone black hair into

ringlets, then showered, tubbed, and sprayed Chant d'Aromes over her throaty laugh.

Bomb quickly checked her radio set, tape recorder and sunglasses. All were in good working order.

After a quick glance at her King's College End of the World Manual, she was ready for action. She opened her window and nimbly climbed down her strategically-placed ladder.

As she soundlessly touched the ground she caught a subtle scent of Brut. Bomb whistled appreciatively. There stood a bronzed god of a man with a clean-shaven chest and massive face. He wore very brief bathing trunks and a smile.

"Hi," he said wittily.

"I'm Bomb," she replied in kind. Her trained eye gave him a swift appraisal. "You certainly have a clean-shaven chest and a massive face," she told him. "Not at all," The man blushed becomingly.

"Tell me, do you go to school?" "What do you take me for a fool?"

"The frost is on the pumpkin on it."

"That's not all it's on. These January frolics are something less than a joy," the man concluded, and shivered discreetly.

"You're cold," Bomb deduced.

The man laughed mockingly at her. "You're right," he said.

Bomb made a mental note to look this one up after the adventure was over, then, after a poignant parting, continued on her way.

She crept along the ground until she reached the steps, then stood up and walked through the door, having first carefully opened it, as was her wont.

She found herself in a great hall which she recognized as being the reception room of the building in which she lived. At the end of the room sat a young girl whose frail shoulders were

"Hey," said Bomb, "have you

The girl looked up with obvious relief. "No, are they?"

"Yes that would be my judgment."

Suddenly Jane Bomb had a flash of inspiration.

"Are you by any chance the owner of the choked voice that sobbed through the intercom a few moments ago?" she inquired casually.

The girl was obviously in the throes of an inward struggle. Her tormented state of mind showed in her pleading eyes.

"I did make an announcement.

But that was at 7.15. It's currently quarter to twelve."

Bomb asked if she wanted her revolver shot off then and there.

"Oh, you've come to help."

The girl swooned casually in extreme gratitude.

"Yes," said Bomb. "I came directly I got your message. At your service, you might say."

"I accept your assistance with thanks," said the girl, adding the mysterious directive: "Meet me at Shearwater Friday night at 9.00."

And that is how lovely young Jane Bomb won the coveted position of starter at the Dal-UNB-Mt. A swim meet.

lecture in the learning process.

The report says: "The extensive use of television in universities might lead to too great a stress on the lecture as a teaching device."

But with the use of videotape libraries, the lecture will become "supplemental to, not the core of, teaching and learning."

Thus the student's role will change from a passive one to one of active inquiry. "The core of the learning process might... be shifted back to... individual learning by the student... aided by books and videotapes used to supplement his tutorials and seminars."

Television lectures, says the report, cause a general improvement teaching techniques. Experience has shown "that lectures prepared for delivery on television are... more compact, better organized, better illustrated and more 'careed about'."

### THREE SYSTEMS

The report identifies three types of television system.

The laboratory demonstration uses TV as an "image enlarger" to improve the efficiency of laboratory work and avoid duplication of expensive lab equipment. This is the cheapest system, costing from \$25,000 to \$100,000. It is used at the University of Waterloo in Dentistry and Zoology and at Waterloo University.

The informal lecture uses two or three cameras with associated switching and monitoring equipment. This system costs between \$50,000 and \$300,000. It requires a larger studio and more technicians than the laboratory demonstration. McMaster, McGill and York Universities use this system.

At present, no Ontario universities use the third type—the formal lectures. These are designed to be repeated over long periods of time, or distributed to other universities or broadcast stations. This system requires professional assistance in direction, production and set design, with extensive use of videotape. The range of price could be from \$250,000 to \$600,000. An example of this system, says the report, might be the lecture series by the CBC French Television network.

The report also notes a number of legal problems associated with TV lectures and especially with videotape.

These problems revolve around the rights of lecturers concerning their videotaped lectures.

Should the lecturer have the right to approve or disapprove any editing of the videotapes?

Should the lecturer have joint control over the use of the tape, along with his department and the administration?

When the videotaped lecture series is used for certain purposes—showing in other universities or broadcast—should the lecturer be paid an extra fee?

When the lecturer leaves the university, should the university be able to retain the series of lectures?

W.J. McCallion, McMaster's Director of Educational Service and Extension, has said: "No one has a formula worked out that is completely satisfactory. This issue is very cloudy and needs considerable clarification."