



Martin Pickford, one of the PUB boys, cleans up yet another PUB mess. Workers had just finished construction of a particularly obvious PUB facade. Wood for the project, which bears a strange resemblance to the SUB fence panelling, was supposedly found floating in the North-West Arm. However, fingerprints of St. Mary's engineers show through the fake, varnish finish.

Arnold Edinborough ... a comment

By PETER CRAWFORD

What is wrong with our professors? Are the students really to blame for not taking advantage of our present system, or do the professors not fit into the system to their best advantage? These are the type of questions Arnold Edinborough discussed in his talk on November 2nd. It was a shame more professors, as well as Student Council members, were not there.

Two theories of education were mentioned. They were the Jug Theory, which includes the Multi-University, and the Oxford-Cambridge system. The Jug Theory states: take an empty glass and a jug of water, and pour the water into the glass. This gives one his education. The Oxford-Cambridge system calls for the student to plan an essay of considerable length in conjunction with a professor, on a topic the student wants to write about. The theory behind this concept is that the method the student uses on any topic will be the basis for his future interpretation in any field.

How does this compare with Dalhousie? The present system at Dalhousie is not quite one on the Multi-University, but it appears this is the idol the Administration wishes to follow. We still have a small campus, but it has a big university complex. For some unknown reason, the university must think that this is how they gain respect from the other Canadian universities.

Why not follow the principle that they would be regarded as a leading university if they were one of the few universities to become more interested in the welfare of their students than in the complacency of the faculty?

What is meant by this is quite simple. It is obvious no professor wants anybody to rock the boat if they do not feel confident in their field, and hence in the system. To these professors one must have an appreciation of their predicament. What could a professor do if the university was to fire him? His livelihood would be in a precarious position indeed. But does this permit the university to keep a professor who is not willing to pull his weight. No liability has ever been called an asset, and hope-



fully never will be. But then again, is any educated man a liability? Not necessarily so, if he is willing to improve himself. The only problem is the great deal of work

required on the part of the individual professor. But surely no academic believes the great doors of the University Gates have kept out his need to put forth a little exertion.

The only people who get away with not working are those on welfare, and they are not collecting 8,000 to 14,000 dollars a year. Indeed if professors complain they do not get paid enough, let them look at their colleagues and see if perhaps those not putting forth an effort are the ones keeping their salaries back. No business wants to pay people who do not bring in a return on their investment. There is no reason why professors should be excused from this basic concept of good business management.

What type of effort should professors be required to make? The obvious one is to develop good rhetoric. It is quite certain oral training is not given to any professor, but this must not stop him from learning. Professors tell their classes that the university teaches one to improve himself; why can they feel this does not apply to themselves?

Good rhetoric suggests the ability of the speaker to hold his audience's attention. This could include the throwing of a couple of jokes into his lecture. This is not easy, mind you, but if anyone knows a subject well enough, wit should be fairly easy to develop. What is wrong with entertainment in the classroom? Education is not so serious that a little humour will absolutely destroy the class environment.

This assumes, of course, the need to be heard, for no one likes to tell a funny if it will not be heard. Maybe this is the only way to make certain a professor speaks up -- by stipulating in his contract the need to tell at least four jokes per class. By poking a little fun at one's subject, perhaps a little life will come back into the subject for the person who has to teach the same subject year after year.

Anything a professor does to improve his communication with his students will be of benefit. After all, communication is the main purpose of a professor. If they do not communicate, then they are of no use to this university. Age does not excuse the need to be proficient at one's job.

Student Fac Talk-in

SHARON COOK

Was an initial crack made in the ice between faculty and students at the CUS sponsored Talk-in Sunday night? Most of those present felt this was definitely so, but that any breaks would quickly freeze over again if the program was not followed through on a regular basis.

Dave Osherow, chairman of the Student-Faculty Committee emphasized the importance of these two groups offering their suggestions for making this movement a successful one.

Meanwhile, he is now organizing future contact via athletic events, parties, seminars, buffets, seminars, and trips. Also, he is contacting the faculty society presidents to encourage programs within their separate groups to further closer affiliation between them.

The talk-in Sunday evening was attended by approximately 15 professors and around 20 students. It lasted about three hours. "Those who stayed after the initial discomfort had subsided, enjoyed

themselves and found the discussions rewarding," commented Dave. He also added, "There were requests for similar programs in the near future."

The whole program aims at breaking down the barriers that inhibit communications between professors and students so that the aims of the former and the desires of the latter can be integrated in a more efficient way. It is hoped that many rumours of discontent of the students will be brought into the open.

Dr. John Graham of the Economics Department felt such sessions were extremely useful to him by enabling him to hear a cross-section of ideas (or lack of them as was the case with many students) on such programs as student representation on the Senate and Course Evaluation.

Chris Thurrot, an active Sociology student and a member of the NDY felt, "this type of student-professor dialogue just doesn't work. It is just one more attempt to disillusion both sides only by pushing for control via pressure groups such as a more structured CUS program or council could the desired results of more student power be achieved." Most of those present felt that the inhibitions would not be broken down immediately, but would require many more such contacts.



Professor Venant Cauchy, professor of Philosophy at the University of Montreal, speaks with President Hicks at the French Philosophy night, Friday, November 3.

Missionary at Dal

Dr. Norman MacKenzie, a United Church missionary who has worked in India as an agricultural and educational advisor, was the main speaker at a "Weekend of Concern" sponsored by CUSO last weekend. A reading of the play "In White America", directed by Phil Phelen, began the evening session. The play is a series of authentic documents giving the story of the Negro in America since the Revolution.

MacKenzie stated that it was a "great world to be living in," and that he envied the delegates because they were living their youth in this most exciting era. Using several charts, he demonstrated that the wealthy 16% of the world's population controlled about 75% of the wealth, and went on to say that the per capita income gap between the wealthy and poor nations is widening since that of the affluent nations is increasing by 6% a year, while that of the poorer nations is increasing by only 1 to 2% a year.

MacKenzie also said that "poverty anywhere in the world affects prosperity everywhere," and that poverty is now being accentuated by the growing gap between food production and population increase. There are "hungry millions on the march in poorer nations", and they are potentially dangerous. "The world is in revolt against the white man's dominance," and unless he realizes it and does some-

thing to alleviate the situation, the affluent west will be destroyed soon.

MacKenzie's answer to the question "What can we do?" was that "we must become well informed of the conditions in the modern world," and the best place to start would be here in Halifax giving the housing conditions in Halifax as an example. We must also put more pressure on our government to help developing nations. Right now we are charging interest rates which are much too high on loans to these countries, and are forcing these lands into bankruptcy. Young people have a chance to help through organizations such as CUSO and the YMCA. After coffee and informal discussion, the conference adjourned.

The following morning a panel discussed questions MacKenzie had raised. MacKenzie then summed up his previous statements by saying that "we must all become more educated, and develop a deeper conviction that the people of the world are one" -- what affects others also affects us; we must help others and not merely give the answers ourselves.

About fifty persons representing Frontier College, the Company of Young Canadians, Summer of Service, the YMCA, Crossroads Africa, the Canadian Council of Churches, and Project Headstart attended the conference.

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