

# Students Protest Blast

About 200 university students from the Halifax area staged a demonstration at the International Airport October 2. The students were protesting the detonation of a nuclear device in the Aleutians by the U.S. October 2, on the grounds that the military use and testing of nuclear weapons is immoral.

Specific objections included fallout poisoning and the risk of earthquakes and tidal waves in the geologically unstable region. Many students cited the test as yet another example of U.S. unilateralism. The Canadian government was not consulted even though the test site is close to Canadian soil.

It was pointed out that political imperialism of this sort stems directly from economic domination.

The Halifax demonstration was part of a nation-wide action at border crossings and points of entry from the U.S.

Most of the protestors were from Mt. St. Vincent and St. Mary's Universities. A few concerned students from Dalhousie filled out the ranks.



# CUS Presented at Shirreff

Dorothy Wigmore

Interest. Support. Participation. These three words were repeated over and over at the introductory CUS meeting held at Shirreff Hall Oct. 1.

The purpose of the meeting, as explained by chairman Totis Pittas, was for those present to learn about CUS, to become acquainted with the issues of the forthcoming referendum and to create interest and discussion.

Delegates to the CUS conference gave the small audience an account of some of the conference's resolutions and an idea of what CUS is trying to do on issues such as housing, unemployment universal accessibility, education and student unionism.

CUS maritime field worker, Jock MacKay, gave a short history of CUS. He explained how the radical CUS has resulted from the frustration encountered in an older organization, NF-CUS, when it extended its thinking past the student, to a deeper social analysis.

The problem CUS is facing at the present time may be solved, he said, if its members look at the questions involved and try to decide the best steps to take.

On the topic of education, Larry Katz said CUS realizes the University is not an ivory tower. It should educate students to contribute to society and emerge as total people.

The student is an integral part of the university and so must participate. Complete democratization and course unions are necessary to achieve this. The critical university is required, he added, to maintain independent criticism of the University and to question society.

In the discussion that followed, Katz said the small effect Dal has on CUS is the fault of the students here. Derryn Crowston added that there must be interest on campus to have any effect. She felt the CUS delegates from Dal were not really representative of Dal, but there as interested people only. However, she said, there are a lot of other disinterested universities too.

When asked what students can do, Totis Pittas suggested they talk over the issues, question to find out more, study pamphlets available in the Council office and suggest alternatives if they disagree with CUS's position. The student must decide for himself, he added.

### Students must Take Initiative

Jeannie MacDonald said CUS is trying to point out problems, attempting to stimulate action, and is willing to help nationally to accomplish things. Students must take the initiative though.

There is no question CUS is facing a crisis this year, Larry Katz told one student. It hopes more universities will join if the referendums held at Dal, Toronto and Carleton this month are in favour of CUS.

The question this year is, "Does CUS represent the students?"

"No union should represent a minority point of view," Katz added, "but if it does, it is the majority's fault. They don't care." CUS needs the local councils to work with, so Dal must also look at their council. Restructuring should take place in CUS he felt, but if this were done, would anything change? Student apathy is the problem.

Cathy Smiley outlined the following disadvantages if we opt out of CUS: limited national scope for Dal, no field workers could be expected to help with problems, communication with other universities would have to be done on our own and we would lose the effect of national representation on major issues.

Is the general attitude going to be "I couldn't care less about CUS." "What can CUS do for ME?" Or, will the students on this campus show they are not apathetic and self-centered about everything, especially their university's future?

The conclusions reached by those in attendance at the planned discussions, and the rest of the campus will decide Dal's future in CUS on Oct. 22-23.

# No Exams... but why?

by Gary Walsh

Dalhousie's Faculty of Arts and Science has announced a change in regulations regarding university examination policies.

The "new" system encompasses two methods, logically enough, referred to as Method A and Method B.

Method A involves a compulsory final examination, along with classwork, labwork, etc. in order to determine the student's standing in a course.

It is basically the same system we have grown used to living with, however uncomfortably.

Method B, on the other hand, provides for an optional final examination, with everything else to remain the same except that a provisional pass list will be posted before March 23, at which time the student makes a decision on whether he or she will write a final exam.

Whether or not the student does write the exam, the mark received as a final mark cannot be lower than the posted, assuming the student's work does not deteriorate after March 16.

For half-year classes terminating at Christmas, marks will be posted before November 21.

Although this system looks as if it might be good, there are several things wrong with it.

Firstly, several professors regard the new method as unethical and hence will not adopt it. They will instead use method A.

The second and third criticisms of the new system come out of this statement, which was issued by the Faculty of Arts and Science on September 11, 1969 to the professors, but not made available to the students.

"Instructors will announce to students in each of their classes at the beginning of the term, and in no case later than October 1, whether grading method A or B is to be adopted in that class." Many students have not heard of the proposal because several professors have not announced it and because the proposal was not available to the students before October 1.

### Profs, Admin at Fault

In the first case, the professors in question are at fault and several reasons could be put forward for their not having informed the students. In the second case, the administration is keeping from the students information which is important to them.

I was informed when I asked the Registrar's office for a statement on the new system that the students' copies of this statement were not prepared as yet. However they did explain the technicalities of the new system to me.

The next criticism is that the instructors are to make the decision as to which method is to be followed in the class. This condition makes it rather hard to believe that the new system is in the students' interests and not aimed at faculty convenience.

If this is a step in university reform, it is a step backwards. The professor still rules the classroom; he chooses the game, the rules and the field.

Those of us who felt that the reform of the exam system was to be in our interest and for the benefit of our education now know the truth. Some of the faculty will let students have a part in deciding, but many will not, and are legally right in doing so.

Can we accept this as students? Are we to be educated by laws, or by desire to learn?

This denial of student's rights is a prime example of what has been fought against for the last few years. We should decide under which method we are to be judged. We should decide whether A and B are enough. We should, but we don't.

Students' council must face this issue sooner or later. Urge your representative to bring the matter up. If that fails, or if you do not see any value in approaching Students' Council, approach the Graduate Students' Association, who have expressed an interest in this type of problem.

It's your university, your money, but not your decision. It will never be your decision until you decide to stand and make it yours.

# Milton's Own Bag

Dear Milton,

Aha - at last, Milt old buddy, at last. Three weeks of playing the game. At first I was a little hesitant, you know, she said "Should I?" and I said... well?... yeh! But now as of next week she's officially in the compact carrying coterie. Yeh Milt, wow! She is on the old "pill". What a mark. Now anytime, anywhere and no muss, no fuss, or offspring. One problem though Milt, I can't help feeling that she is somehow immoral. Is this feeling justified?

Signed, Swifty Supreme

Dear Swifty,

I always enjoy answering letters such as yours, because I guess deep down I admire your intelligence foresight and sense of fair play. Your fears at immorality I feel should be dismissed though, as it is a well-known fact around Dal that girls should fall under only two headings - trophies and investments. My only advice to you, Swifty, kid, is to keep up your high double standard of excellence, and soon you'll have a mantelpiece full of trophies, a drawer full of investments and a belly full of personal satisfaction, all for yourself.

Love, Milton the Morose

Dear Milton,

Boy Milt, Old West Flipper Kipper High was never like this. I have been only one month in the Ives of Folly and already I've been communized, pledged and fossilized. If this was not enough, yesterday a third year commerce student tried to sell me a dime of boo. What does the big board have on this fun drug, Milt?

Signed, Suzie the Floozie

Dear Sweet Sue of Floo,

You know it is quite true and also no lie that boo is a fun drug. Unfortunately it is Judge Greene who usually has the last laugh. Why not just stick to good old Rothmans. They will kill you a lot quicker than grass, but in the long run they prove less costly, as gigglesmoke in many circles is known as the Seven Year Drag.

Milton

Dear Milton,

By now you all must know that this fine University here is being sat upon and chock full of Ruski lovin' pinko rats and Afro-Asian preverts. Where I come from, Milton, we know how to handle boys like this who step out of line against God and the flag and it has remained a perplexing question with me just why such deviant acts and lewd preversions are allowed to continue in what I heard was a God fearing edifice of higher learning. I say that we should send 'em all packing to Asia or wherever and have done with it. I think, Milton, as a columnist you owe it to yourself and this fine University here to take a stand and lead the way in pointing out the Reds and those fluoridating Afro-Asians, etc., etc.

Signed, Lamarr Raegan, Jr.

Dear Lamarr,

Although I didn't print the conclusion of your letter I feel I must commend you on your illuminating and long overdue stand, and further state that your suggestions for separate socialist washrooms and segregated classrooms marked by a yellow X were indeed capital ideas. Too long has this licence on liberal speech in Dalhousie been abused and your further suggestion of press censorship by Perry Rocking-well was certainly sound. Alas and Alack though Lamarr I fear that the fight will be long as free speech has penetrated the very marrow of this once fine University. On a personal level however Lamarr the fight can go on and I suggest that henceforth upon seeing or hearing a pinko that you put your hands over your eyes, ears and mouth consecutively until he goes away.

Keep the Faith, Milton



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