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they all shine. You could say it was a "total team effort," but that would be rather cliché. Instead, what highlights a post-game analysis are the reflections of the coach, Ian Kent.

"I thought we did very well," he said. "We created so many good scoring opportunities. Distribution was good, set-plays were well executed, and we did a good job on free kicks and corner kicks. Before the game I had said that if we play as we should, we are going to see the best keeper in the league put on a real show, and he did, so hats off to him []eff Fahrquar of Acadia]. Against any other keeper, we would've scored another two or three goals, probably."

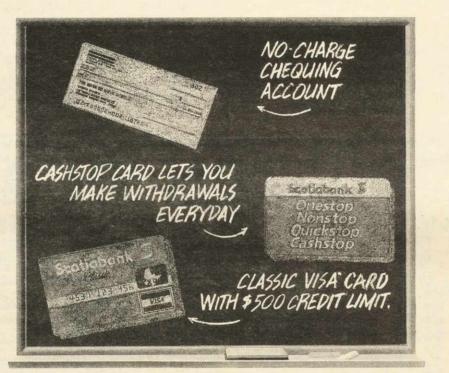
Fahrquar indeed was quite impressive. But attacks were constantly engineered by Pignatiello, Janc, Quack, and Sedgwick, and there were three shots on goal in the first five minutes. Non-stop pressure on the part of Dal's front-line went hand-in-hand with the back three, who were quick at stopping the ball and redistributing it back out. Ibbetson was very strong in the air as always, and Chisolm made a commendable save in the 24th minute.

Acadia's defensive tactics seemed to be to crowd the six yard box with as many defenders as possible and just hope for the best. With this in mind, they did very well. However, with nine shots on goal in just 30 minutes, something was going to give.

It was the potency of one of Dal's set-plays that finally put it in. In the 35th minute, Sedgwick's throw-in deep in Acadia territory found Richmond just inside the six - yard box. Richmond flicked it to Audain who then one-timed it into the net. Richmond played perhaps his best game ever, and was a real threat for the goahead goal in the 53rd minute, but that was denied by skilful keeping on the part of Fahrquar. Chisolm, with tough-minded tenacity, came up with a great save of his own in the 54th minute, and repeated it again in the 65th, which was Acadia's fourth shot on goal all game, compared to Dal's fifteen.

That the final score was 1-0 is slightly deceiving then, but we can pretend this is the Premier League and figure a win's a win, so let's all just move along - eh, mate? Next on the itinerary is Saint Francis Xavier, which Dal hosts on Sept. 30, at 4 pm at Studley Field.

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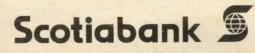


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difference compared to the present system. "Most of the time the student loan payment isn't even 2% of salary," she said.

Repayment options today are very flexible. Graduates can pay just interest for a year, or lump sum payments. "There are hardly any restrictions," she said. And if they can't afford to pay, they can apply for interest relief. For up to 18 months, the government could continue to pay the interest on the loans.

She sees a small percentage of students that will never pay. "They just don't care. It's given out by the government, so why should we have to pay them back. That's how they think about it."

The criteria for Canada Student Loans should be changed, she says, to look at more than just financial considerations. "Some of the kids that really need it should be getting it. The kids that are coming out of high school with higher averages should be looked at.

On the 21st and 22nd of this month, the Council of Ministers of Education of Canada are getting together to discuss proposed changes to the student loan system. The income contingent idea is not officially proposed. Prior to the meeting however, Nova Scotia Education Minister Guy LeBlanc and the new Chair of the NovaScotia Council on Higher Education, Dr. Janet Halliwell, asked SUNS what they thought of the income contingent plan. "It's been in the public forum for discussion, so it could very well come on the table," said Sue Drapeau.

The proposals that are on the table focus on making the Canada Student Loan program even more restrictive. They include limiting borrowing to 340 weeks or 10 years, requiring students to take an 80% course load to qualify for full time rather than the current 60%, requiring the course load to lead to a certificate or diploma, and making sure the student passes at least 60% of his or her course load to continue to qualify for assistance.