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dynamic and creative thing.

Q. - What about the policies CUS is trying to put forward?

Will: - Well, personally, I'm very much in favour of all the ones I've read - all the papers that came out of Guelph and Winnipeg. I really like their education position.

Education, I think, is an inward thing. It's not something that can be imposed on somebody by saying Read this data. Here, they put facts together in a sort of a meaningless form and then write them down on a test. Education is, I think, a flash of insight where somebody has a fact in front of him that he has known for some time and all of a sudden it fits into a integral pattern; it assumes some relevancy in whatever pattern you conceive life to be or education to be.

Some amount of community is necessary to education. In as much as education requires a community - to be a genuine community - we certainly do not

have one.

The way the student-teacher relation is run in most of the major Canadian and American Universities is that the professor is just a sort of cheap guru stuck up in front of the class, he's got authority. Often thats all.

Q. - What specific campus issues are you interested in?

Will: - If I am elected, I would like to hold constituency meetings with members of the University once a week, or something like that. We'll have something better than Council minutes in the Gazette. They all have some idea about what Council is doing. If I am elected, I'll propose, I'll get some people together and draft a brief on pass-fail and present it to the faculty committees, to the administration in general urging a pass-fail policy to be adopted at least in the Arts faculty.

There's a very very arbitrary thing here between

students and professors. For most undergraduates I think there's very little communication with their professors, apart from going to class and putting down what the professor believes to be truth, condensing it and editing it if there's something the student particularly disagrees with; and coughing it back up on the exam. It's not education. In the chemistry building you have toilets for the use of teachers only - which is unacceptable, but typical and symbolic of the whole mess.

As far as concrete things go, I would advise that the Board of Governors and the executive of the Board of Governors and the Senate Council open their meetings to students. I would propose, I would scream, that they give students meaningful representation. By meaningful I mean that if the Executive Council has something like ten members, ok, five students, five faculty members, something like this, something where their presence does make a concrete difference.

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just like trying to solve Dalhousie's problems without looking at Halifax's problems and trying to solve Halifax's problems without looking at Nova Scotia's. It's unrealistic. It's good that CUS is looking at these things. I think it's bad that the Canadian student feels this great rebellion against the policies made be the CUS national body. They think "Oh my heavens, these people voted in favour of condemning US imperialism in Vietnam - does that mean that everybody's going to think that me, Joe Student condemns US action in Vietnam? Whether he does or doesn't will affect his reaction to it. If he does condemn it he's going to feel "oh good, CUS is taking the right action" - if he doesn't condemn it he's going to think CUS is being presumptuous so I think again that there's an information gap that's going to have to be filled up. As far as the Quebec issue goes the

question of self determination or not self determination is something that can't be decided unless we know the facts, and as informed or uninformed as the delegates there might have been, they were not completely representative of the regular student. The students read the resolutions, the Dalhousie student reads the Gazette and reads the motion on Vietnam. A lot of people have said to me "I read this—hey what's up—did you really vote for this and I say well you've got to look at this thing in context."

Q. What specific campus issues are you interested in?

Pam. Generally the academic affairs committee and this is my big interest. I think that students have been sort of fooling around for too long and that we should not only know that we want to have a say, but know the particulars. This is all very well

and I don't think that anyone is going to dispute my point that we need more student involvement—this is basic—we need to question. We don't need to just accept—we need to start in the university to start in the education dept. This is vital—I am very interested in the education dept. and getting from there down to the primary grades and coming right back up through it has to start at the top—people at the top—by the top I mean the end of the formal educational process—university students have to be made aware that there is a problem—I don't think that a lot of students are aware that there is a problem in such magnitude as there is.

I'm also very interested in looking at the Gazette—in finding out what sort of function the student feels the Gazette should serve and what the students feels the Gazette does serve.

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