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science.

The university is bound to the government by financial need, therefore must do as they wish. "The province is the employer and the university the bargainer. we must find a bargaining tool."

Science and people's attitude towards it plus the state attitude must change. If people became happy without any science he prophesied the extinction of the intellectual.

Hayes gave two alternatives for the future - formation of a police state or genetic engineering as in Huxley's "Brave New World" with the emergence of test tube humans(?) given certain desired traits. Ironically he concluded with "There's nothing you can do about it, so enjoy it while it lasts."

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have given a firm ground for the new course it was seen as leading to confusion with regard to L.L.B. credit.

A summer or spring session course, was not recommended because it would defeat the purpose of the course, which is to provide undergraduates with access to a basic legal background. Likewise a single term, three credit course was seen as inadequate and a full term, six credit course was seen as avoiding the present university trend to half year courses. As well it was seen as too binging to the student.

The content of the proposed course could take the form of teaching substantive law (what it is) of the form of an unspecified survey (the discipline, its

purposes and how it fulfills them.)

Draper's proposal maintained that substantive law or a 'what-to-do-until-the-lawyer-comes' type courses are best suited to specialized groups such as medicine or engineering. According to Draper the course should have a general abstract viewpoint, aiming at both pure and applied theory.

Draper also recommended that the course, "...be financed by an allocation of funds from the general university revenue fund by the University Planning Committee." It was also recommended that a first year restricted enrollment be set at 200 so demand for the course can be better ascertained.

The amount requested would be about \$24,700, \$23,000 for the instructor(s) and about \$1200 for a research assistant to draft up a case book and \$500 for production costs.

Among the financial alternatives rejected in the proposal were that of having the Law Faculty absorb the cost, that of requesting funds from the Department of Advanced Education Innovative Teaching Fund and that of a 'tax' on the serviced faculties.

According to Draper, Dr. H. Gunning, President of the University, Dr. H. Kriesel, Academic Vice-President and Professor L. Leitch, Financial Vice-President, (all are members of the U.P.C.) each "...expressed the view that the U.P.C. would react very sympathetically to any reasonable proposal."

As far as space considerations go there "...would appear to be little difficulty in accomodating 2 or 3 sections of Law 300/301 somewhere on campus," he said.

Draper's proposal recommends several alternatives for staffing the new course but favours that of having two or three law staff teaching one section each instead of a regular L.L.B. course. However it is quite clear that the proposal "...does not contemplate any faculty member taking on Law 300/301 in addition to his present load."

Other possibilities would be to hire new staff, have joint appointments from concerned faculties, have sessional instructors, grad students or third year law students under staff direction.

Also, an interdisciplinary committee for liaison purposes is advised for the formative stages of the course.

Support for the new course appears to be good. In a letter to Draper included in the proposal Dean of Arts, R.G. Baldwin said, "In my view it is highly desirable that courses of the general sort you describe should be available to students in the Faculty of Arts...We would therefore expect that a substantial number of Arts students could, with time, turn to any such courses offered by the Faculty of Law."

The Dean of Education, M. Horowitz, in a similar letter said, "The Faculty of Education would be most interested in courses of the type to which you refer..."

D.M. Ross the Dean of Science had this to say, "The idea behind the general options that are accepted for credit for the B.Sc. degree is that they contribute something to the intellectual development of the student. If the Faculty of Law can offer courses in Law which will perform this function, it would seem appropriate for the Faculty to offer this service."

Professor C.W. Gillam of the Faculty of Business Administration and Commerce also expressed interest and a willingness to help with the proposal.

Much of Draper's proposal was concerned with the 'case' for an undergraduate law course.

The argument hinges around the actual value of such a course and the actual role of the Faculty of Law. If everyone is presumed to know the law while at the same time the educational standards for the average student in this area is "haphazard" and "inadequate", then, according to Draper the present state of affairs is not justifiable.

While the Law Faculty fulfills the professional training aspect of Law education, it fails in the humanitarian and social science side of law. According to Draper, "There is a need for a general undergraduate law course open to all students in the university."

The basic task of such a course would be to introduce students to the machinery of society, the general role of law and a consideration of legislation and its application. According to the proposal, "it will concentrate more on the social aspect of law and less on the techniques of applying it."

It boils down to the question of the purpose of the Law Faculty. Is it to train lawyers or to teach law to lawyers and others in need of the knowledge?

The main purpose of the Undergraduate course is its contribution to the undergraduate's education, supplying both mental discipline and social awareness. While a study of law would help a student's critical abilities it

would also give him a critical approach to legal institutions (which are in turn social institutions.)

As McRae sums it up in the aforementioned article: "The Law Faculty cannot be concerned only with the training of legal practitioners; it has a broader role in the development of the law as a social institution, including promoting a wide appreciation of the objectives, means and deficiencies of the legal system. In carrying out this function, the law school could make a valuable contribution to undergraduate study and to university education generally."

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