

S.U.P.A.

Peace action group wages battle against poverty, exploitation

TONY BOND
MARITIMES SUPA
The Student Union for Peace Action (SUPA) is a student organization that came from the seed of the CUCND, Combined Universities Campaign for Nuclear Disarmament. At the Regina conference of January 1965 it was decided that the cold war situation would remain despite the protests and demonstrations against the bomb, unless the social structure that spawned this situation was itself changed. SUPA then became the organization that would strive to work in its own way to rectify social injustices such as, poverty, discrimination, exploitation, and colonization, in order to bring about the end of the cold war.

This summer SUPA sponsored several projects all over Canada in an effort to come to this end. These projects were: Kootenays project, B. C., Kingston Community project, Ont., Peace and Professions, Ont., School for social theory, Ont., and Project La Macaza, Que. At the beginning we all expected to be able to accomplish some of our outlined goals, for the sake of the people we were working and living with, in the limited space of one summer. This dissolution was seen in its true light after the summer was over at the fall evaluation institute.

A short outline will be provided here for the sake of filling in the necessary background material in order to fully comprehend the situation.

KOOTENAYS: The Kootenays project was a community action project that involved the Doukhobors in active peace demonstrations. The project was intended as a study of the non-violent methods of the Orthodox Doukhobors. The project was successful in that it showed us where pacifism stands and showed to them that non-violent action could be used very successfully in other fields than they had believed.

PEACE & PROFESSIONS: The project was basically a look into the present structure of Social Work agencies and how they could be modified to meet the present demands of society and not necessarily the demands of the establishment. The peace and profes-

sions project is continuing on during the year.

SCHOOL FOR SOCIAL THEORY: This project was a teaching grounds for radical approaches to teaching. The school was essentially a learning process and it cannot be evaluated objectively.

PROJECT LA MACAZA: This project was a study of the conditions both economic and social surrounding the area that housed a nuclear base. The project was in itself unique for it had a plan before it went into the field; **DECOLONIZATION? DISARMAMENT, DEVELOPMENT.**

The fall evaluation institute took place from September 4 to September 10 in St. Calixte approximately 40 miles north of Montreal. There were 150 participants at the institute.

All the SUPA projects were represented and some others such as Student NEETOW Partnership project, CAMOX project, SCM peace camp participants and some of the Cubans that were involved in the camp and even Stewart Goodings of the newly formed Company of young Canadians.

The institute was planned so that all those students who had worked on summer projects could get together and share their experiences so that we could all benefit from the work of others.

The institute provided a pleasant and yet busy atmosphere in which to discuss in workshops and plenary the effectiveness of our activities during the summer. Despite the pleasant surroundings of a small rural Quebec town, a lake, a nearby pub and congenial companions much was accomplished. The general consensus of the institute was that there had not been enough time in the course of a summer to accomplish any of our aims and that the summer merely provided familiarity with the background so that those who go into the field next year will be adequately equipped to begin on the social change that is so important for the end of the cold war and therefore the spread of peace.

By MARK DEWOLF
Gazette Features Editor

Are you among the lucky percentage who find it unnecessary to work during the summer, the problem of locating a lucrative and interesting job should concern any university student. Despite the efforts of the Student Employment Service, there are still many students who have some difficulty in finding a summer job that will pay enough to give them sufficient income.

With the costs of a year at college running between \$1500 and \$2000 for students in residence, the money provided by summer employment is invaluable for those students who can expect no support from their parents and can only count on \$1000 at the most from the Federal Student Loan Plan.

Even more difficult is finding a summer job which suits the particular student's talents and temperament. Temporary employment for the summer months simply does not offer a wide enough range of openings to provide jobs which will agree with each particular student's tastes. "Beggars can't be choosers" is the rule, especially as the number of jobs available dwindles.

There are however certain jobs which the student would be wise to investigate thoroughly before committing himself. One such task would be that of an employee for the Fuller Brush Company. A world-wide organization, the Fuller Company encourages students to take jobs with them during the summer, and the sales pitch which undoubtedly sells countless brushes is employed to convince the job-hunting student that selling Fuller products is the answer to his financial worries.

Take the case of a student who, almost desperate about finding summer employment, decides to try the Fuller Brush Company. One of the area's salesmen, usually the District Manager, interviews the student and supplies him with the following information:

The Fuller Brush Company operates through an army of semi-independent salesmen who are assigned certain sales areas which

Fuller Brush bristles with jobs but may not have answer for a student's financial worries

they are expected to cover once every month. To first join the Company, the salesman pays approximately \$40 for a demonstration kit, samples, and gifts. Armed with this case, leaflets of monthly "specials", and an order book, the salesman goes from door to door in his area, taking orders which he sends in to the company each week-end.

The Fuller Brush Salesman (or "Lady" in some areas) supposedly makes a 40% commission on the total amount of his weekly order. Ordered on Saturday, the actual sales merchandise arrives in time for the salesman to deliver his orders the following week-end. He collects payment on delivery and with his next order remits the cost of the last week's order (supposedly 60% of what he collected that week).

The prospective Fuller Brush Man (or Lady) is informed that his area contains a certain number of families. In one particular case, the number was estimated at 1000 families, each supposedly buying on the average of a dollar's worth of merchandise each month. The student is left to calculate what he would earn from such an area and to his pleasant surprise comes to the conclusion that he could make about \$400 a month — a very good wage by anyone's standards. In addition, the prospect of working for Fuller Brush can be made even more tempting by the promise of special bonuses (lawn furniture, barbecues, etc.) for high sales achievements.

At the first, the idea of working for the Fuller Company seems extremely attractive to a student in need of a job.

Unfortunately, there are other factors and considerations which, though they are pointed out to the interested applicant, are not taken into account by most students until they are thoroughly committed to the job. First of all, a student must necessarily be bonded before the Company will consider them a good risk. A \$1000 bond, usually put up by the student's parents or relatives in payment for an order, the Company will not lose. A necessary procedure, no doubt, but risky for

the student. In at least one instance, a student-employee of the Company was notified a month after returning to college of a supposedly unpaid account, which in fact the student had paid in cash to a District Manager (without receiving a receipt).

The student is placed in a serious predicament. Once a student's bond is broken, he or she is automatically considered unemployable by many companies, including all banks. In this particular case, one un-businesslike procedure of remitting payment personally and without records has endangered the student's whole employment future.

Another point which should be seriously considered by the prospective salesman is the fact that, in addition to paying \$40 for the initial samples and gifts, the Fuller Brush employee is expected to purchase more gifts every week, as well as samples of new products as they come out. In fact, the number of gifts which the salesman orders every week is used as a yardstick by the company in determining whether or not he is properly doing his job, part of which is to leave at least one gift at every house. In this way, the Company's name is placed before the public at the expense of the individual salesman.

As might be expected, the optimistic view of the financial gain to be made from Fuller Brush is not as bright as originally pictured. Unfortunately, a surprisingly large fraction of those 1000 families do not have sufficient need of Fuller products to order something every month.

With the advent of shopping complexes and the trend to supermarket buying, door-to-door salesmanship is on the decline. The average housewife today will prefer to do all her shopping in one spot, and unless there is a certain product that Fuller brings out that she particularly prefers, will turn the salesman away with "Nothing today, thank you". Because monthly calls are too frequent to warrant steady orders and because allotted sales areas are gradually getting smaller, the Fuller "Brush-off" is more common than one might think.

The very fact that the student has the job for the summer is against him. In May, when the student-salesman starts work, most spring-cleaning is over and as the summer progresses there are fewer and fewer people at home he visits. People on vacation and those preparing for vacations buy very little from the Fuller Brush Man.

However there is an even bigger disadvantage. The District Manager may take the prospective salesman with him on one of his sales runs and impress him with the number of orders he gets in a short time. But there is a big difference between the established District Manager (who has probably had the same area for years) and the inexperienced college student. The Manager has spent years building up his area so that the people in it are accustomed to his calls and wait for them to order what they want.

The student is both new to the job and new to the area. Contrary to the assumption that people will buy more from someone working his way through college, very few will consider buying anything from someone working his way through college, this is not the case. It is much easier to turn down a teen-ager than an experienced-looking salesman. It is not until the end of the summer (and the student's period of work) that the customers on his route become familiar with him and anticipate his calls. The amount that a student working only during the summer months will not even approach that earned by an established Fuller Brush Man. A Fuller Brush salesman is expected to work from 8:00 to 12:00 in the morning and from 1:00 to 5:00 in the afternoon. This is not enforced since the salesman is technically his own boss but the Company checks on the number of hours he works each week, including evening work which is often the best-selling time. Saturdays are usually reserved for deliveries and the making up of the week's order.

One of the big pitfalls which can cause the student salesman a great deal of trouble is the fact there is no guarantee that, having once ordered the merchandise, the customer will accept it and pay for it. The Company accepts no returned merchandise. What the salesman orders is his and it is his responsibility to sell it when he gets the goods. Therefore, if one customer continually postpones buying the items he or she ordered and it becomes obvious that payment will never be made for it, the salesman must find another customer for it or be stuck with the merchandise when he leaves the job and returns to college.

Such is also the case for any additional gifts, and samples that the student has been unable to dispose of. When the time comes to quit the job, some of his finances can be tied up in a collection of practically indisposible items.

The Fuller Brush Company is an old and respected firm that has spread throughout both Canada and the United States. Through the years it has provided employment for thousands of people and provided a good income for many. However, good as it may be as a full-time employment, it does present many problems to someone seeking summer employment and should be approached with care and a knowledge of what is entailed in the position of a Fuller Brush Man.

Realizes crisis

John Diefenbaker's promise to increase from \$2.00 to \$5.00 the per capita grants to universities brought an immediate and favorable response from student leaders, Friday night, following the speech in Halifax, opening the Progressive Conservative party campaign.

Bill Curry, president of the Association of Atlantic Students (A.A.S.) said: "Though this promise may be just a campaign play, the proposed increase to \$5.00 does indicate that at least one party leader realizes that the crisis in education has reached such drastic proportions that it must be met with solutions of a radical and substantial nature."

TIGERS CORREBOARD

Dalhousie 25
Dartmouth 6
Vikings
Read The Dalhousie Gazette
Canada's Oldest College Newspaper

SHANE'S MEN'S SHOP

Student Discounts & "All that's new in Campus Clothing"

5494 Spring Garden Road Halifax; Phone 432-6565

Federal education?

Education ministers from all the provinces have approved in principle a proposal that the Canadian Education Association be strengthened with new staff and money.

The CEA would then be in a position to move toward filling the role of a federal department of education.

The proposal to widen the scope of CEA was made by its president Dr. W.C. Lorimer of Winnipeg this week.

The ministers turned down a more sweeping proposal of Dr. Lorimer that a national education secretariat with a UN-style secretary-general replace the CEA.

Dr. Lorimer was addressing a gathering of the CEA and provincial education ministers who met in conjunction here.

Another call for a nationwide education office came from Dr. Z.S. Phinister, Ontario Deputy Minister of Education, in an address to the Canadian Association of School Superintendents, also meeting here.

He said "Canada, with its 10

Elections Act meets Waterloo

WATERLOO (CUP) — About two thousand University of Waterloo students handed the Canada Elections Act in effigy following a mock trial this week.

A freshman orientation parade, planned for some time, became instead a protest against the provinces and 10 systems of education, is the only country except Switzerland and West Germany which does not have a national office of education which serves as a clearing-house for educational ideas for the country.

He called for positive federal leadership in education that would still leave room for provincial control.

election act provision that students must vote in their home constituencies since they were not in residence on September 8 when the election writs were signed. Gerry Mueller, president of the student federation of the University of Waterloo led the torchlight parade one mile through the downtown area. The students carried banners and sang freedom songs in the orderly procession.

At the county courthouse they held a mock trial for a dummy bearing the sign "Canada Elections Act." The verdict was guilty. The effigy was then hanged in a tree.

About 1600 students at the University of Waterloo will be required to travel home to vote on November 9 — otherwise they will be disfranchised.

In the last federal election, the margin of victory in Waterloo North, the university's riding, was less than 1000 votes.

David Young, chairman of the student federation's external relations board, said in a prepared statement: "The hanging in effigy is symbolic of our discontent, but as is the case with most symbolic acts, the metaphor is neither perfect nor complete."

"We respect the law, however much we disagree with it, we will work within the law, hoping to change it."

He went on to state that if students do not receive a sympathetic decision from the courts in time to vote in their university constituency, the university administration will be asked to cancel lectures on November 8.

This would give students a long weekend to travel home to vote.

Toronto campus to host world's biggest teach-in

The age of the teach-in is coming to Canada this fall in the form of a confrontation of major world powers.

The University of Toronto plans to host U.S., Soviet, Chinese, South Vietnamese and Viet Cong spokesmen in the world's biggest ever teach-in October 8-10.

A continental telephone hookup will bring the deliberations to 150,000 professors and students on most Canadian campuses and at 120 universities in the United States.

Patrick Gordon Walker, Britain's former foreign secretary and British Guiana's ex-premier Cheddi Jagan are among the international figures who will participate.

Professor Z.K. Brzezinski, director of Columbia University's Centre for Communist Research will defend the U.S. position. The general theme of discussion will be "Revolution and Response", with major sessions on Revolution and Ideological Conflict, Latin America, Vietnam, Revolution and Moral Responsibility, and Problems of Self-Determination.

There will be five major sessions followed by approximately 150 seminars. The teach-in, to be conducted in both French and English with simultaneous translation, has attracted considerable interest from both English and French radio and TV networks of the CBC. The concept of the teach-in has broadened from its genesis as a protest technique and has now attained an important educational function. The Toronto teach-in

will achieve a confrontation between competing ideologies and will effect an instant communication to an enormous audience.

The teach-in technique was born last year in the U.S. as the byproduct of the widespread disenchantment of the academic community with American policy in Vietnam.

Previous American teach-ins have focussed on the pros and cons of the U.S. foreign policy alone. The Toronto venture, with more broadly based international participation, will examine the foreign policies of all the great powers.

The teach-in chairman Professor Charles Hanly says: "The committee has taken and will continue to take every precaution to guarantee as far as

possible that no policy, ideology or philosophy will be placed in an especially advantageous or disadvantageous position."

What are the long-run implications of the growth of the teach-in technique?

For a long time communications experts have been heralding the demise of the educational institution as we know it. Could the teach-in, child of protest, be the foot in the door for the global classroom of the future?

If so, will the social relevance demanded of it by many North American critics? And what of the huge university expansion projects with their parking problems and impersonality — will

—Please turn to page 6—

20%?
Yes The BLOSSOM SHOP
Gives Student Discounts of 20%
For that special occasion order your corsages or bouquets from . . .
The BLOSSOM SHOP
6432 Quinpool Rd., Halifax, N.S.
(sorry, we cannot deliver corsages)

Be an EARLY BIRD at the Swiss CHARCOAL
Just arrive between 11:30 A.M. & 12:00 P.M. and 4:30 P.M. & 5:30 P.M.
Monday through Friday and get a FREE CHUBBY on your YHIPPI
SWISS CHARCOAL BAR-B-CUE
Quinpool Road, opposite the West End Baptist Church.

• Step into FASHION; • Step into Rubin's SHOE STORES LIMITED
BAYERS ROAD SHOPPING CENTRE & PORTLAND STREET, DARTMOUTH
They love to give student Discounts

Before YOU go ANYWHERE SEE US!
WE CAN ARRANGE BIG TRAVEL SAVINGS BY PLANNING GROUP FARES
LAND SEA or AIR ROBERTSON TRAVEL HELPS STUDENTS GET THERE (and cheaper too)
47 Argyle Street — Phone 423-8263