

SMITH - BARLOW TEAM TO HEAD NEW COUNCIL

RANDY SMITH

By MAUREEN PHINNEY

"We conducted a moderate campaign—neither reactionary nor radical," said Randy Smith, successful Student Union Presidential candidate.

"The Smith-Barlow team labelled establishment candidates. Some people felt this was some sort of restriction - we hope not."

Smith isn't planning to railroad decisions through Council. "I'm certainly going to try to keep discussion at Council meetings relevant and to the point. I want things to move efficiently but I will not rubber-stamp decisions through."

This year, Smith hopes to use the course evaluation approach to sponsor programs through council and non-council groups.

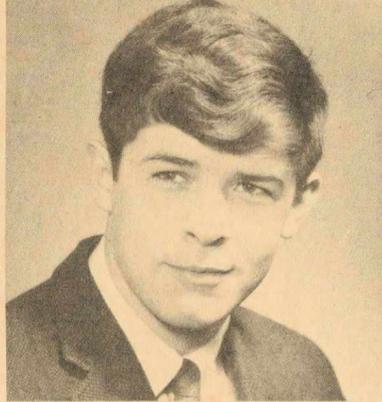
"Our chief general goal is to attract as great a number of people as possible and get them involved in campus organizations. We want these organizations to be more representative of the students as a whole. Students are not fully aware of the organizations open to them. The first thing we'll do when we get into office is to really make them aware of the opportunities they have to participate."

At present Smith and Barlow are appointing executive members of various students organizations. "I feel that our decisions on these executive members will largely decide how open the SUB will be to the student," commented Smith.

On the Gazette, Smith said: "I am not satisfied with the present paper. I'd like to see a more balanced newspaper next year with a more homogeneous staff. I feel that there should be more on-campus news coverage, and an editorial policy limited to the editorial page. I'm sure the new editor and I



RANDALL SMITH, PRESIDENT-ELECT



JAMES E. BARLOW, VICE-PRESIDENT-ELECT

will come to a satisfactory understanding on that." Smith also had a word of thanks for the Gazette. "The plank on my platform on reappraisal of the Gazette pulled in quite a few votes."

A, Randall Smith and James Barlow will head next year's Student Council Executive, as a result of last Friday's elections.

Smith polled approximately 55 per cent of the votes in the Presidential race, beating Ivan Blake (Arts IV) who had 30 per cent of the votes, and Wade Garrison (Engineering II) with 15 per cent. Barlow took the Vice-Presidency with 59 per cent over Chris Thurrott (Arts IV) with 27 per cent and David Smith (Engineering II) who received 14 per cent of the votes.

Other Council seats filled by election or acclamation were: Arts Representatives: Pam Etter, Nick Pittas, and Geri Sadoway. Science Representatives: Peter Cook, Murray MacCutcheon, and Scott Swindeman. Commerce Representative: Neil Sharpham. Pharmacy Representative: Beverley Blakeney. Engineering Representative: Dave Bell. Health Professions Representative: Linda Rideout. Law Representative: Hugh R. Cowan. Dentistry Representative:

Anthony Ballard. Nursing Representative: John Hacquoil. Medicine Representatives: J. Michael Daly and Dorothy Woodhouse.

No Graduate Studies Representative has been chosen, and the education rep is chosen in the fall because the BEC course lasts only one year.

President-elect Smith is a 24-year-old MBA student from Halifax; V-P-elect Barlow is 21, and comes from Islington, Ontario.

A total of 1303 votes were cast for all three presidential candidates, while 1366 students voted for the vice-presidential candidates. This represents a turnout of about 25 per cent of eligible voters.

Complete returns from each of the polls are listed below. Randall Smith won every poll except Arts, which he lost to Blake, and Engineering, which was won by Garrison. Barlow was defeated by Thurrott in Graduate Studies and by D. Smith in Engineering.

PRESIDENTIAL ELECTION

POLL	SMITH	BLAKE	GARRISON
Arts	78	90	30
Commerce	63	18	10
Dentistry	50	7	4
Engineering	32	18	56
Graduate Studies	18	12	2
Health Professions	18	4	1
Howe Hall	121	45	12
Law	95	54	10
Medicine	115	38	20
Nursing	34	11	3
Pharmacy and Education	38	9	5
Science	45	39	17
Shirreff Hall	117	50	14
TOTALS	724	395	184

VICE-PRESIDENTIAL ELECTION

POLL	BARLOW	THURROTT	D. SMITH
Arts	85	81	28
Commerce	54	25	13
Dentistry	48	5	3
Engineering	22	16	61
Graduate Studies	11	17	4
Health Professions	19	4	1
Howe Hall	106	53	16
Law	102	35	21
Medicine	106	33	31
Nursing	37	11	2
Pharmacy and Education	41	6	5
Science	47	39	15
Shirreff Hall	118	44	9
TOTALS	796	371	199

Faculty Representation Brief To Be Presented By Council

Student Council Tuesday set in motion their bid to place students on Faculty Committees.

President Ashworth noted that while Council's brief, passed unanimously, dealt only theoretically with the issue, specifics will be forthcoming from next year's Council. THE BRIEF

In the pamphlet to High School students, 'A Look Ahead', Dr. Henry Hicks said in his letter to prospective freshmen:

Dalhousie encourages scholarship, it welcomes initiative and it certainly expects its most important members its community - its students, to work hard and play hard.

The University is a community of scholars and students committed to learning and to the attainment of new knowledge. As the larger segment of the university community, you, the students are the primary concern of the university.

It is the concern of the Academic committee to interpret these words into a concrete programme of student involvement which would be relevant both to the student and to the university. Without a programme, these words would be meaningless to the present student body and to those who will be at Dal in the future.

What do these words mean? They mean the university has accepted the principle that students have peculiar benefit to the university. The university can benefit from the ideas that students can contribute if given the opportunity. The frankness of the student's thinking and approach and the directness of his concern can provide unique insights into policy formulation and add to the creative interchange that shapes our educational policy.

Duff and Berdahl list such matters as required and elective courses in the major field of study, relative merits of lectures, seminars, labs, and tutorials, and quality of teaching. We would add that students are interested in course content and evaluation, academic standards including grading and class attendance requirements, general admissions policy, scholarship policy, examination policy, curriculum and studies policy, etc.

The addition of the student perspective would basically ease the tendency towards homogeneity on present deliberative bodies. Knowledge of the problems involved and the rationale behind decisions will relieve undue suspicion and ill-founded criticism. This was commented upon by the Macpherson report on undergraduate teaching at the University of Toronto. Central to this argument, however, is a full recognition of the limitations of students participants, and of the various levels of interest and ability within the university. We do not desire to displace faculty or administrators from decision-making bodies, rather we wish to supplement their deliberations with the student viewpoint. If students have something valuable to say, then they should be encouraged to take part in the preparation of a report, so that their representation is more meaningful or more important, their contribution is at its optimum level.

Thus we find that students must still rely on informal contacts with the faculty if their viewpoint is to be heard. It is evident from talking to many

professors that changes in the curriculum is a continuing process which has its basis in informal contacts with colleagues. This raises the problem of how the students will be guaranteed that their voices will be heard.

But is there a need to be upset by informal contact? Informal contact has the benefit of flexibility and more importantly tends to waste little time and not be plagued by a host of generalities, which tend to predominate in group discussions. With the excellent Faculty-Student relationships at Dalhousie there is probably less reason for fear, but we do not feel so secure that we can leave our fortune in the hands of individual faculty members, who may for some reason or other not be back the following year and thus place the students at a disadvantage.

Another possibility will also be alleviated by the establishment of a structured mode of discussion. That is the prevention of another debacle as took place in the Education faculty this year. This outburst of student opinion should not have occurred and its is a discredit both to the faculty and to the students. The discredit arises from the adverse publicity that arose and which could probably tend to make some students leary of taking a Bachelor of Education. Instead, it would have been more profitable for the students to have been represented on an Education Faculty Committee where they could have aired these complaints before and seen that preventative steps had been carried out, and if not to bring those at fault before the committee to justify their position. There should be nothing to fear if both students and faculty are broad enough to accept criticism on their actions not as individual insult, but as a constructive method of helping students perform at their optimum. If this type of criticism cannot be received, then the tolerance level of the individual concerned is too low, and perhaps they are not the type of people who should be associated with the university community.

Students cannot be passive recipients, not merely consumers of learning. They must be active participants if the individual process is to be meaningful. One of the major complaints heard by the faculty concerning student representation is that there is no check or balance on the type of student who shall be taking part in these decisions. Our reply to that is to fall back on the past. I do not think any faculty member or administrator of the university can accuse the students they have dealt with of being irresponsible. They could be wrong or they could miss the point or they can be misunderstood but they cannot be accused of being irresponsible. The checks and balances will come from the students that the student is representing for if he is not doing his duty or is not doing it to the satisfaction of his peers, then his peers will remove him from his position. Surely no one can expect the students will elect a person or appoint a person who does not represent their viewpoint or have their sympathy. If students are to be educated, the university has an obligation to help students anyway they can; and if this includes experience in university cna committee work, then the university must allow students this opportunity. The argument that only some students, would individually benefit and hence not all students, and thus the university would not be able to

keep with its policy of uniformity and conformity is not valid, for students will all benefit differently from their university career. The main point to consider is that the university will all benefit from an increased participation in any committee of the university.

But what are the particular faculty committees we are concerned about? They are the committees on Scholarships, Curriculum and on Studies.

These committees all have a direct effect on the student while at the university. While the temper of the faculty seems to be in agreement with the idea that students should take part in works which affect the general student body, there is a fear that students should not be involved with committees which discuss individual students. The argument for this appears to be that this would place these student representatives in a embarrassing position if per chance they had to discuss one of their acquaintances and this would place them in an awkward position.

We would reply to this however, in the following light. Even when discussing individual students the presence of the student viewpoint would certainly add to the general knowledge of the committee and hence better enable it to make an enlightened decision. The unfavorable position argument does not have real relevance, for the university has no right to protect students from troublesome decisions. Students who require their studies to be examined are not mere objects or numbers, and if the committee members do not have a personal knowledge of the individual student at least the student representative would be able to express his opinion on the value of how the student has spent his time (i.e. if the student has been involved in extra-curricular activities) and perhaps bring an insight which the faculty member does not have. Students who are willing and capable of making valid decisions should not be hampered by others who feel the possible unpleasantness of the decision or the placing of the student in an awkward position have no right to use this as an argument against seating students on these committees.

The MacPherson report on Undergraduate teaching at the University of Toronto states that one of their basic findings in regard of student reports is the lack of knowledge which the student has. If then, this lack of knowledge is eradicated by student representation, and the student initiative directed to areas where their knowledge supports them, then this university should be a more vibrant and exciting place to attend.

This will result in a better community for both the students and the faculty at present, and because it is in the forefront of the universities in Canada, then the type of student at Dalhousie will improve, and the final result will be to the betterment of our province and our country.

THEREFORE BE IT RESOLVED THAT THE DALHOUSIE STUDENT UNION APPROACH THE FACULTY OF ARTS AND SCIENCE AND OTHER FACULTIES AND URGE THAT THEY APPROVE THE PARTICIPATION OF STUDENTS AS MEMBERS OF FACULTY COMMITTEES.

Faculty Rep Election Results

Commerce Rep

MacMahon	55
Sharpham	57

Pharmacy Rep

Blackney	33
Morrison	15

Engineers Rep

Bell	59
Eagle	41

Health Professions

Rideout	29
Statton	6

Nursing Rep

Hacquoil	45
Ward	40

Law Rep

Cowan	109
Daley	12
Gillis	37
Ryan	39

Dentistry Rep

Ballard	36
Buffong	15
Hajdu	17
Jacobson	13

Arts Rep

Cameron	96
Etter	147
Pittas	129
Sadoway	129
Winstanley	102

Delta Gamma

President	
Nancy Bent	acc
Vice President	
Langard	117
Smiley	128
Secretary-Treasurer	
Manson	129
Weeks	112

DGAC

President	
Bayers	142
Mallone	156
Vice-President	
D'Entremont	101
Newcombe	112
Winters	108
Public Relations	
Dwyer	118
Faulkner	114
Smith	90
Secretary	
Freeman	99
MacGregor	211

DAAC

Pres.	
Dave Precious	acc
V-P	
Eagle	acc
S-T	
Steve Konchalski	acc

Apathy causes DGDS loss

By CHRIS LOBBAN

The GAZETTE interviewed Bob Underwood and Susan Todd to get their comments on their recent production of "Oh What A Lovely War." The recurrent evil came up: student apathy.

Underwood: "We lost close to \$2000, but this isn't as bad as it seems. We have lost up to \$6000 on occasions, I would like to commend the cast and production people; they worked under very great difficulties, like total apathy in casting. Four people did all the work, so they couldn't serve their original functions."

Todd: "We couldn't even get girls for ushers; people said it might be socially embarrassing to be connected with the play. Some people feel insulted that we sold the programs, but we had a very tight budget and we needed the money. We regret if anyone was offended."

Underwood: "We had some excellent comments

from Lt. Governor McKeen, "Taking into account that it was done by amateurs, it was done very well in comparison to the original." Still, very few people were responsible for the success of the play. Jean Littlewood, Joan Hyson and Linda Bevans were some who were very interested and worked hard.

On Friday night, I counted four Dal students out of four hundred and fifty people who were there; we depended totally on adult support.

"It was one of the most difficult shows we've done," he continued. Technically it was very involved, but also very successful. To all those who had any participation in the play, we'd like to express our appreciation and thanks. It was an education for everyone."

Todd added that DGDS needs new people. Those who worked there this year were mostly inexperienced, but next year they can lead new casts on to glory.

Barlow Has Vacancies

Jim Barlow has announced that applications are now being taken for the following positions:

- Treasurer of the Student Union.
- 2 Members-at-large for the Council.
- 2 Assistant Treasurers for the Student Union.
- Editor of PHAROS.
- Public Relations Director.
- President of DGDS.
- Vice-President of DGDS.
- CUSO Chairman.

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- Campus Co-ordinator.
- Orientation Chairman.
- Recording Secretary of Council.
- SUB Management Committee Chairman.
- SUB Programme Committee Chairman.
- Director of the Photography Department.

All applications must be submitted by March 11 to the Applications Committee, c/o Student Union Office.

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