

**Stanfield —**

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vince. On the other hand it has been traditional for a substantial percentage of graduates of our universities to go to other parts of the country.

**GAZETTE:** Would you care to expand on two planks in your party's programme?

**STANFIELD:** We will assist further in the support of our universities, in consultation with the University Grants Committee. The Loan Fund for Nova Scotian university students will be increased.

**GAZETTE:** Does the provincial government have any imminent changes in education policy in mind?

**STANFIELD:** No I wouldn't say that we have any changes of policy in mind. We are attempting to implement policies already decided upon. This includes, of course, the standard course leading to the writing of provincials and going on to university and the main work in that area as been assisting in the attempts of the municipalities to provide buildings and also to do what we can to increase the optimum teaching. In that area we have resorted to television teaching in Grade 11 Math and Science. This fall we are starting a program of 4 days a week in French.

**GAZETTE:** How much liaison does there exist between the Department of Education and the T.V. teachers?

**STANFIELD:** I think, generally speaking, that the Dept. of Education has pretty good liaison with some 6,000 teachers, but there are inspectors in the field and the Department has a curriculum committee and discussions with N.S.T.U. and so on.

**GAZETTE:** Why was it that many math teachers in the province knew nothing about the new math curriculum in provincial high schools before it was instituted?

**STANFIELD:** We cannot consult every teacher. The best you can do is arrange for consultations with representatives. Just to tidy up this T.V. thing, this was offered in the first place last year. It was on an optional basis and a

particular school uses it or not as it sees fit. If the school board wants to acquire a T.V. set in the first place we will help them along that line. As a matter of fact, we are the only province in Canada doing this. You said something about this being good in itself, quite apart from any shortage of teachers, but we resorted to it in this instance primarily because of the shortage of qualified teachers in the area of math and science and now French.

**GAZETTE:** What provisions are made for students who do not have the academic ability to get them through a high school course?

**STANFIELD:** High schools can seek permission to offer a general course in grades 10 and 11. These are of a different content from the standard courses of grades 10 and 11. Math, Science, and Social Studies are based on the premise that there are youngsters in the high school who can't cope with the standard curriculum but can benefit from two or three more years of schooling. The certificate is supposed to command respect, and open some doors for youngsters who couldn't otherwise get through high school. Now there are only four schools offering this. Then there is a vocational high school alternative too. We are opening new vocational high schools this fall and we expect that more will be required rather quickly. We have also opened a new Technical Institute and we envisage that boys and girls enter the Technical Institute from the high schools after provincials, and from vocational schools, and in other words we want the vocational high schools to be high enough to lead on to the Technical Institute. We don't want these courses to be necessarily terminal.

**GAZETTE:** What provisions are made for those who can't ever qualify to get into a high school?

**STANFIELD:** I think that grade 9 will have to be more or less terminal for some youngsters because they perhaps cannot cope with anything beyond that and they will only get that far if the content of the Junior high schools is geared somewhat for their purpose.

**GAZETTE:** What can be done for such youngsters?

**STANFIELD:** Well I think that the best that can be offered to this sort of youngster is some sort of trades training.

**GAZETTE:** With the situation as it is very few students can get into vocational school.

**STANFIELD:** You are involved in a contradiction—they can get in and they should be there! In a vocational high school they spend half of their time on academic work. We feel that the longer the youngsters are expected to spend half their time on academic studies the better, the more adaptable they will be later on. I think that you are wrong in suggesting that the vocational high schools

**PROFILE ...**

**JOHN D. RIPLEY**



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Active and experienced professor of English, J. D. Ripley, has returned to Dalhousie after spending a second year in Stratford on Avon.

A Nova Scotian and Master of Arts graduate from the University of New Brunswick, Ripley has for the past three years been studying toward his PhD at the University of Birmingham and is currently completing his dissertation entitled 'A Stage History of Julius Caesar 1599-1934.'

Ripley was one of 48 bilingual students who acted as hosts for the Canadian Government at the Brussel's World Fair in 1958. While there he participated in the production of 'Tiens! Tiens!' at the Commercial Theatre.

From 1959 to 1961 he carried out pre-doctoral research at the Shakespeare Institute, Stratford on Avon and the post graduate school of the University of Birmingham. At the same time he studied privately with Denne Gilkes, voice coach to the Royal Shakespeare Theatre.

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In 1960 he toured with the Globe Players, a British company specializing in medieval plays. The following year he directed 'The Cherry Orchard' by Chekov for the Old Town Players in Stratford on Avon, and parts of this production were carried by Associated T. V. He also assisted the Warwickshire Drama Committee as a panelist, participating in discussions for amateur actors and producers in workshops.

He was at Dalhousie for the '61-'62 year as an English professor and he returned for another year at Stratford on Avon, this time participating in drama adjudication.

Ripley considers that Stratford's most interesting production this year was 'The Wars of the Roses' cycle: "It is not often that one has the opportunity to see a Shakesperian sequence performance staged in a single day. I was particularly impressed by the richer dramatic quality acquired by Richard III when viewed in close proximity to the Henry IV plays."

Another noteworthy production by Ripley was 'King Lear' in which the lead was played by Paul Scholfield. Scholfield's Lear is asserted by some critics to be the greatest of this century. Ripley felt however that Scholfield's Lear was immensely regal but was hardly the foolish fond old man that he himself asserts that he is. Without Lear's human and pathetic weakness, the moods scenes seemed to lack point. One tended to admire rather than to sympathize. Professor Ripley is teaching a drama course this year at Dalhousie and plans to set up a workshop in conjunction with it in order to make it a well-rounded course, and to give the students the full advantage of his dramatic knowledge and experience.

are not open to the people who should be there when you imply that there are kids who can't get in. We feel that trades training would be the best thing for those who can't get beyond grade 9.

**GAZETTE:** Could you please clarify?

**STANFIELD:** We don't regard a vocational high school course as something inferior to an academic course — it isn't second best. It might be that a child would be raised to take a vocational course instead of an academic course. There is a substantial percentage of the population that can't get beyond grade 8 or 9 and therefore it is important that, as many of those as possible be giv-

**DEAR MA**

There is shore some nice lookin' girls 'round here. I met a couple the other night. They was real 'lookers'. Remember that there "Miss Kathy what used to run the Saloon, she looked sorta like one of 'em.

Last night I met a real nice lookin' girl. Her name is Madeline but she shore is shy and seems sorta sad, like in her eyes. I ask one of the fellers 'bout it and he said as how every time some one went ta take Madeline out her Ma wouldn't let her go. I don't remember any ma's like that back home. Why, old Mrs? Pringle was anxious ta get rid of her daughters she practically locked ya in tha barn with one of 'em and wouldn't let ya out lessen ya was practically married. I remember them girls was unhappy and I reckon as how that's how come Madeline is so sad. It don't make much sense to me that parents oughta butt in likt hat. I'm glad ya never tried ta direct my love life. Guess that's how come I'm so well ad justed ta things. It's kinda like Mr. Bailey's general store, it functioned real smooth while he was runnin' it but as soon as he got that partner fella it all sorta fell apart. I reckon it's kinda tha same what with someone who don't know what's goin' on tryin' ta run things inside of ya.

I like the livin' here real well. Ya don't have ta get up til near nine o'clock and even then ya don't have any chores ta get done. It's a real lazy life. That there new car I bought last week hasta have plates instead of this piece a paper I got on it now. They give me a whole mess a things ta fill out fer ta get these plates. I don't want no dishes in the car anyhow so I solved the problem. I went and got a new car with two sticky paper things on it sos I don't have ta worry fer a while.

Well, I gotta go do some book readin'. It's real interesting' all 'bout 'x' and 'y' and that. Spellin's kinda bad but it's real racy stuff. Bye!

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