

STORY OF THE WEEK :

DALHOUSIE PROUD

DEAN HICKS HONORED
FORMER PREMIER RETIRES AS LIBERAL LEADER
'POLITICS HAS BEEN GOOD TO ME'

By W. FEDORYCK

Dr. Henry D. Hicks, Vice-President and Dean of Arts and Science at Dalhousie University, was honored by 628 delegates attending the Liberal nominating convention November 3rd.

Friday night 900 people attended the Nova Scotia Liberal Association's Annual Dinner in the Commonwealth Room of the Nova Scotian Hotel. Retiring leader Henry D. Hicks was presented with an engraved silver tray as a token of appreciation for his valued leadership and all-round participation in the ranks of the Liberal Party.

Shortly after the banquet broke up the annual meeting of the N.S. Liberal Association was held. Senator John J. Connolly addressed the delegates and several constitutional amendments were introduced.

Saturday, the spot light shifted

to the Halifax Forum. Mike Pearson delivered the key note address in which he charged the present government with the knack of antagonizing our good friends, the U.S.A. and the U.K., while getting along fine with Cuba and Red China.

Henry Hicks then spoke briefly and stated that "my only regret is that I was not as successful as I should have been" and impressed upon the delegates that they "are here to choose the next Premier of Nova Scotia."

Peter Nicolson of Annapolis West then moved Mr. Earl Urquhart's nomination while Mary Gillis of Antigonish seconded the nomination. Mr. Al Graham of Antigonish moved Mr. Gordon S. Cowan's nomination and Mr. Eric

Balcome, King's North, seconded.

Mr. E.W. Urquhart then addressed the delegates. He won his first election in 1949 while still a student at Dalhousie Law School. He also won the Angus L. Macdonald oratorical award for debating while at Dalhousie.

Gordon S. Cowan, Q.C. spoke next. He is a Rhodes Scholar and Graduate of Dalhousie Law School (1932) where he taught from 1936-39. He is now a Halifax lawyer.

As the delegates voted the tension skyrocketed and as one observer put it, "It will be hellish close", and that it was

Urquhart 314 - 50.89 per cent. Cowan 303 - 49.11 per cent.

Mr. Cowan, Q.C. then asked that the vote be made unanimous.

Dalhousie University was represented at the Leadership Convention by two voting delegates, John G. Myers, Commerce, and Kenneth Hennessy from the Law School.

DEAN HICKS AND FRIEND



MIKE PEARSON has a friendly chat with Henry Hicks, Vice-President of Dalhousie University. (Cohen)

CRASH OWN PARTY

Dalhousians Reveal All
GAZETTE IMPERSONATORS

BY LAUTREC

Two enthusiastic Dal Liberals, Garth Burrow 18, and Mel Shiffman 19, unwilling to sit in the stands at Halifax's gigantic forum decided to represent the Press at the Nova Scotia Liberal Convention, and sit on the convention floor.



DAL CRASHERS BURROW AND SHIFFMAN

ON THE GAZETTE

'Quotable Quotes'

Mike Pearson: "Oh, I know that paper. I remember what it did to Diefenbaker."

Senator John J. Connolly, President of National Liberal Federation: "I remember the Gazette. You're the fellows that gave Diefenbaker the rough time. You printed the box with the blank space. It really made the rounds in Ottawa for about five weeks. Someone called me up and told us to be sure to get that paper. At least twenty people mentioned it to us. We really made good use of it."

Orville Troy, Executive Director of N.S.L.A. and Convention chairman: "I really appreciate the Gazette's initiative in covering the convention. It's the first time."

With ridiculous ease, and a large amount of gall, they told the convention registrar that they were from the Dalhousie Gazette. With no hesitation, the impostors were issued Press passes, and ushered to places of honour at the Press table, approximately ten feet from the speaker's podium.

"It is surprising the feeling of importance one gets sitting at a table surrounded by Pres cards and reporters from the local newspapers and wireservices, and news commentators from CHNS, CJCH, and CBC TV," reports Burrow.

The tensest moment however occurred for them when Dean Hicks marched in with L.B. Pearson, and the rest of the platform guests. "Would Dean Hicks recognize us?" they wondered. "It appeared as if he would since during his speech, he continually seemed to stare at us", speculates Shiffman.

The boys were immediately accepted by the other members of the press, being invited to numerous parties in their hotel rooms immediately following the convention.

"We fooled everyone except the actual representative of the Gazette, Les Cohen, (Features Editor) who had a staff of reporters there," chimed in Burrow.

When Mr. Pearson left for Toronto after his speech, crashers Burrow and Shiffman walked him to his police car provided by Mayor Lloyd. He promised on his next visit to address the Dalhousie Liberal Club.

Later that evening Burrow and Shiffman attended the reception in the Atlantic room of the Nova Scotian Hotel and spoke with Dean Hicks who recognized them and "asked us who we were covering the convention for." "He was surprised to find we were covering for the Gazette", Shiffman admitted. Next, they met Mr. Urquhart, the new Liberal leader and went on to the press parties.

The Dalhousians thought the convention as a whole was "great."

FROM THE MONASTERY WINDOW :

ALAN ABBOTT

ARGUES ABOUT



UNIVERSITY EDUCATION

Last week I had occasion to comment on the shortcomings of Mr. Nehru's defence policy, and the week before I directed some comment towards the European Common Market. In this week's article I propose to address myself to matters nearer home by discussing the indifferent system of teaching under which we all suffer. I should perhaps emphasize at the outset that my observations are concerned only with the methods of instruction obtaining to Dalhousie. It is not my purpose to call into question the capacities of those who do the instructing except insofar as these people are unable or unwilling to devise and operate a more intelligent system under which to instruct.

Everyone has his own opinion concerning the purpose of university education, and in our society as presently constituted, one might say that everyone is also entitled to that opinion. It should hardly need saying, however, that while some opinions are based on evidence and represent the fruits of much thought, others are merely valueless expressions of sentiment, or still worse, of morals. All too many of us, I fear, indulge in the luxury of having opinions without making the corresponding effort of thought. However this may be, one encounters such an extensive and introgeneous gamut of opinion concerning the purpose of university education that arriving at a consensus provides a difficult task.

Ask the student of commerce what he thinks to be the likely purpose of higher education, and without taking his eye off the cards for a moment he will answer with the old equation, "twenty courses equals one degree, and one degree means better money." The law student on the other hand, if he is honest for a brief moment, will speak in terms of a respectable professional status in the community, prestige as well as money, and so forth. Only in the studies of philosophy, history and the natural sciences is one likely to encounter that rare bird who values and pursues knowledge for its own sake.

It is an unfortunate reflection on our university system that the didactic methods one might deem suitable to the study of law and commerce are also employed in disciplines where they are wholly inappropriate. Anyone who has had experience of sitting in the coffee shop at a time when the law-school has just regurgitated an army of sartorially impeccable intellectual cretins into that refreshment centre, will appreciate that lawyers are trained to be voluble rather than articulate. Not only is importance attached to how much a person must confabulate in order to establish some inconsequential technicality in the law, but clearly the louder one can make the point the more merit attaches to its making. When the crescendo reaches fortissimo, one can even find sympathy for the philistinism of the commerce student dumbly dreaming of his money bags.

And this brings me to my point. Methods which evidently conduce to the successful practise of law and the acquisition of money (sometimes regarded as two aspects of the same thing) should not be accepted as valid criteria in other fields of study. Yet have we not all experienced the excruciating boredom that comes from listening to one individual lecture at us, without interruption for sixty consecutive minutes?

At times the lecturer's words may purvey some genuine insight, more often than not they will simply reiterate basic principles contained in any text-book, while on occasions they will appear as a torrent of unmitigated drivel. Whatever the quality of the monologue, it is compulsory infliction in hour-long doses must strain the patience of the keenest among us.

Lest I should be accused of being unconstructive, let me suggest what I conceive to be a better alternative. Firstly, lecture periods should be restricted to half an hour's duration. This would impose the wholesome necessity for economy of words and precision of thought on the instructor. Secondly, formal lecture periods should be confined to the mornings, the afternoons being given over to seminars and tutorials, allowing tobacco smoke and argument a free reign. Such a system might reduce the absurd tempo of the contemporary "twenty courses equals one degree" arrangement, under which curiosity and interest become dulled in the rush to "get through the work". With rare exceptions, Dalhousie degree courses provide neither stimulation nor nourishment for the intellect, permit of no discursive variations from an imposed schedule, and succeed only in dulling rather than encouraging a spirit of critical inquiry. In short, the current system of instruction tends to make of University courses a vehicle for the dissemination

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of a body of received doctrine, rather than a medium for intellectual stimulation.

