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# The Dalhousie Gazette

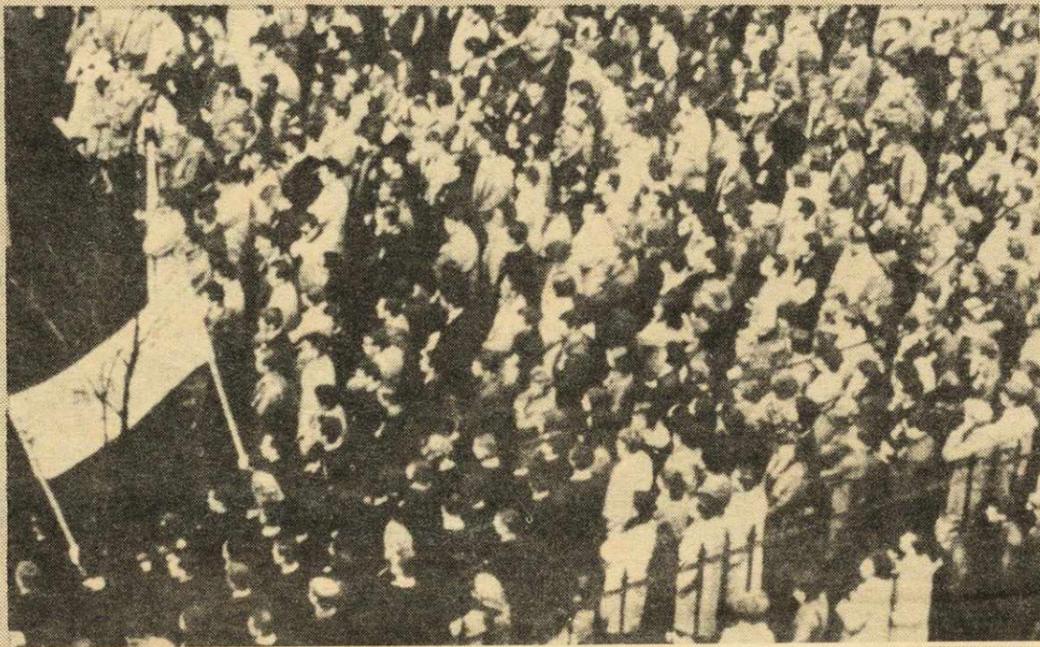
VOLUME 100

Halifax, Nova Scotia

Wednesday, February 14, 1968

Number 16

## MARCH ON LEGISLATURE



**FROM  
DALHOUSIE  
7 p.m.  
FEBRUARY 15, 1968**

**PROVINCIAL  
STUDENT DAY  
1968**

STATEMENT OF PHILOSOPHY

What is the Student?

By nature, the student is both an intellectual worker and a citizen.

These two characteristics demand that the student follow two categories of endeavor. The first is that of his vocation, his engagement in intellectual work. The second category is his development as a citizen.

As an intellectual worker he must seek to develop himself both intellectually and socially, so that when assuming his future role in society he may be as effective as possible. The student has the duty to be as diligent and productive as possible in his studies, so that he will become useful to society through the competence which he gains while at university.

As a citizen, the student has the duties of all other members of society. Some of the most important of these are:

1. the duty to put at the service of society the expertise that he has acquired through study.
2. the duty to work for the welfare of his fellow citizens and likewise for their cultural and social fulfillment.
3. the duty to promote justice in, and fight for civil, intellectual, social, and political liberties.
4. the duty to participate in the organization and evolution of society's social, economic, and political planning.

These various duties converge towards the student's repayment to society of that which he has received from it. The student owes his intellectual, social, and cultural development to society which has furnished the atmosphere and means necessary for his intellectual work.

What is the Student Union?

The nature of the student union is determined by the nature of the student. Like any other union, it must work to accomplish the collective aims of its individual members, to protect the liberties of its constituents, to help them control their environment, and to administrate services which its members find valuable. Through their union the students can work together to accomplish tasks which otherwise would have been impossible.

The student union must recognize the analytical nature of the student, and consider this nature when making decisions. It must work to help the student develop himself both as an intellectual and as a citizen.

In working in the intellectual interests of the students, the union should be primarily concerned with the shaping of an academic community in which its student members will be best able to develop themselves; to do this it must build a free and democratic university. The union should work within a policy which attempts to gain for the students an important, determining voice in all university bodies; it should protect the intellectual liberties of its members.

The union should also contribute to the academic community by sponsoring educational programs of interest to its members. Such programs have, in the past, not been of much prominence in student affairs; because the student's vocation is performing intellectual work, student unions should consider intellectual endeavors to be of more importance in the future.

In serving the student as a citizen, the union has further obligations. The union should instill in the student a sense of responsibility to the whole, and to society, for society has provided the means of his development.

It must work towards the same societal goals as the individual student but it can be more effective than the students working as individuals. The union must work to protect the student's rights as a citizen.

What is the Student Leader?

The student leader, obviously, must provide leadership within the frame of reference which encompasses the nature of the student.

He must instigate intellectual development as well as the development of the student as a citizen. He must make himself aware of the nature of the whole student movement as well as that of the students which he represents. He must determine the nature of the environment which his students find themselves in: the mere unprincipled, empirical policy decisions of the past must be replaced with intellectual analysis.

This analysis involves the formation of particular criticisms and conclusions; these conclusions must be explained unambiguously and openly; the student leader must speak clearly and honestly, explaining and defending his position. Simply because of the differing philosophies which give the student movement its vitality, polarization will inevitably occur, and the resolution of this polarization will result in further progression. If polarization does not occur, the student leaders are either operating at too low a level for their electorate, or are not communicating their policy to it.

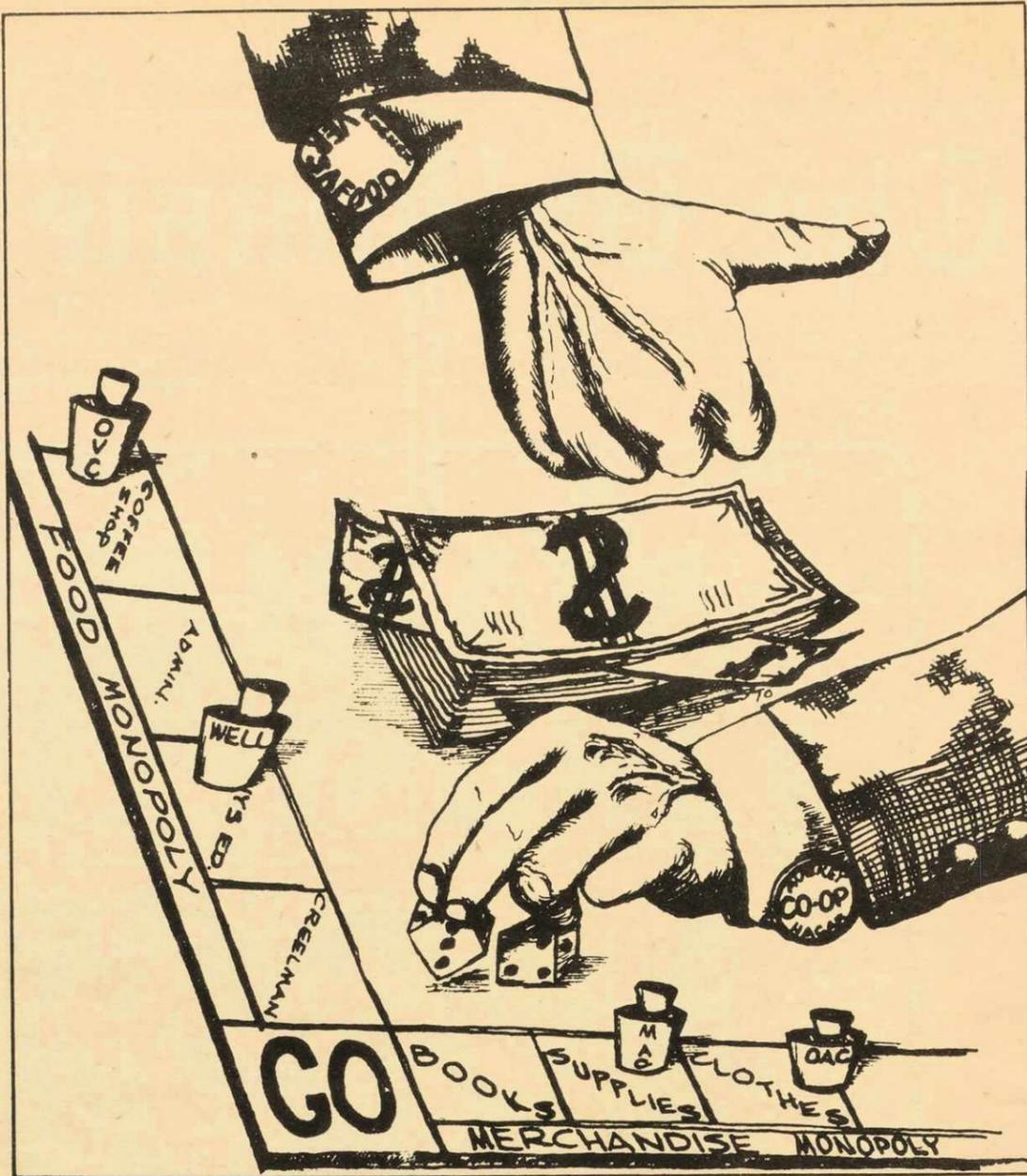
The student leader must be a source of new ideas. He must be able to evaluate new ideas, and be willing to experiment. With no change there can be no progression, only stagnation.

The student leaders must determine policy, and must do so with sufficient vigor that they can present their policies to their electorate without fear of having them rejected. They must do so in an intellectual, analytical way; they must convince not persuade. If their electorate rejects a policy, the leaders must either be able to honestly admit their error, or if not convinced that they have erred, must resign.

The relationship of interaction, education, and progression between the leaders and the electorate is clear; it is only through this interaction, as of yet unknown at most Canadian universities, that a synthesis of ideas, a progression, can occur.

Besides being able to rationally and intellectually determine policies and actions, and being able to communicate these, the leader absolutely must be able to unite his thoughts with his actions. Through this interaction, a further progression should occur; but most important, thought without realization is sterile, philosophy must be put into practice. The student leader must be able to unite the two.

- Kim Cameron



CANADA CAMPUS REPORT

Thatcher Refuses to Discuss U of S Fee Hike

REGINA—(CUP)—Saskatchewan premier Ross Thatcher refused last week to explain his recent fee hike to students on campus.

He told a student delegation that he refused to even consider retraction of the recently-announced fee increase.

The taxpayers of Saskatchewan could not afford to pay any more for education, he said.

Fee hikes averaging \$75 a year were announced last month, bringing fees there up to \$385 for freshmen, and up to \$600 for upperclassmen.

Asked if he would decrease tuition if there was a budgetary surplus, Thatcher refused to commit himself.

Regina campus student president Danny Lapres noted that in 1964, the year of the last fee hike, there was a \$14 million budgetary surplus and a \$5 per capita increase in federal education grants. Thatcher challenged these statistics until the deputy treasurer confirmed them.

Don Mitchell, vice-president of the Canadian Union of Students, termed the tuition increase "an outright denial of a movement in Canada to broaden educational opportunity."

Speaking to a student rally prior to the meeting with Thatcher, he said tuition increases such as these make of the university a preserve of the rich. He said higher income groups are represented eight times more than the lower income groups in Canadian universities.

U of T's Faulkner Asks For Student Stipend

TORONTO—(CUP)—University of Toronto student president Tom Faulkner wants pay checks for students. He made the appeal as a long-term solution to problems of student aid.

The Toronto student council has made \$5,000 available to students still waiting for second installments on their province of Ontario student aid plan (POSAP) loans. The administration has also put up an undisclosed sum of money to the fund.

Similar funds have been set up at Montreal universities, where students are in a similar plight.

POSAP officials attribute the slowness to the increase on POSAP requests over last year, to problems with the province's computer, and to the time needed to handle the complex forms. Similar reasons are cited by Quebec authorities for slowness of loan fund disbursements.

Faulkner said last week he expects the already complex POSAP application form to be even more difficult to complete next year.

"As long as student aid is administered by a means test, we'll be faced with lengthy and complex forms," he said.

"The only satisfactory solution is a system of stipends, granting tuition and living allowances to all students qualified to attend university," he said. "At the moment such a system exists for graduate students only."

The concept of a student stipend is not new. Both the Canadian Union of Students and l'Union Generale des Etudiants du Quebec have adopted the concept in their official programs, though governments have been mute on the subject, except for Newfoundland, where students in senior years get \$50 a month, \$100 if they are from out-of-town.

U of T Discipline To Be Reviewed

TORONTO—(CUP)—Violence and demonstrations on the University of Toronto campus have led the administration to review its discipline policy.

Acting president John Sword Tuesday "within the university there has been a growing feeling that our disciplinary arrangements are cumbersome and outmoded."

He said while discipline on campus has not been reviewed in many years, "changes have been taking place in the university, as they have in society at large, and the traditional procedures must be re-examined in the light of those changes."

Caput, a committee of deans, principals, and administrators responsible for student and faculty discipline, has been under attack from student leaders in recent months.

A ten-member committee, headed by associate dean of arts and science Ralph Campbell will update disciplinary procedures. The committee will comprise three students, faculty, administration, and at least one graduate from outside the university.

In setting up the committee, Sword said it will likely examine the issues surrounding recent student and faculty demonstrations, and the increasing use of drugs on campus.

Students on the committee are expected to challenge the university's right to act in loco parentis—in place of parents.

Both the U of T student council and the Canadian Union of Students have argued that a student is a citizen and should thus be dealt with by the courts as a citizen, not by a judicial committee as a student.

Caput, though it has the power to discipline students and profs, has restricted itself mainly to cases of wanton damage on campus, and cheating in exams.

**The 1965 Brief**

# 1,000 students join in stirring march

Thursday's descent upon the legislature will not represent Nova Scotian Students' first expression of concern to the Government. In 1965 our students participated in National Student Day. The following year at least one request was observed. Nova Scotia bursaries were granted for the first time.



## Eight universities go; present brief

TIM FOLEY  
News Editor



Wet, cold Nova Scotia weather failed to stop 1,000 university students from marching on the provincial legislature today in support of National Student Day.

Marching four abreast, the students representing eight N.S. universities followed a twisting two-mile route from the Dalhousie campus to the provincial buildings in the heart of Halifax.

In accordance with rules laid down by the National Student Day committee marchers were prohibited from carrying placards or singing.

Dalhousie had the largest body of marchers - approximately half the total - but small in comparison to its total enrollment of almost 4,000. In contrast, smaller colleges such as Mt. St. Vincent and King's were represented by 250 and 120 students. For King's this represents almost one-half of its total enrollment.

At the legislature a brief was presented to representatives of the provincial government and the opposition parties.

Marchers lined the street and legislature grounds to hear the remarks of the politicians.

Gerald Regan, provincial leader of the Liberal party, called for Premier Stanfield to relinquish his portfolio as minister of education.

Regan said Premier Stanfield's absence was an example of the impracticability of combining the premiership with the ministry of education.

The Liberal leader said his party is in general agreement with the aim of the student brief outlined by six recommendations.

The brief asked:

(1) that provinces and universities support high school visits whereby university students seek to promote the value of higher education.

(2) that students be officially consulted through committees as to the means of distributing student aid,

(3) an increase in financial aid from both the Federal and Provincial governments; especially an increase in the per capita grants to \$5 using the equalization formula proposed by the AAU and the AUCC.

(4) an increase in student aid in the form of scholarships and bursaries.

(5) an immediate reduction of fees.

(6) that a federal-provincial conference on higher education be called immediately after the forthcoming federal election to delineate federal-provincial responsibilities in higher education.

Prof. James Aitchison, acting leader of Nova Scotia's Democratic Party, told students his party would go beyond the aims of the brief and abolish tuition fees.

Speaking for the government, Nova Scotia finance minister G. I. Smith and Richard Donahoe, attorney general for the province, agreed that education is a "great public problem" today but stressed the limited financial resources of the province.

After the marchers dispersed, Attorney General Donahoe held a meeting in his office with the eight student council presidents.

He said he could not give a "yes or no" answer to the question of whether or not the recommendations of the brief would be adopted.

"All I can tell you," he said, "is that it will receive sympathetic consideration."

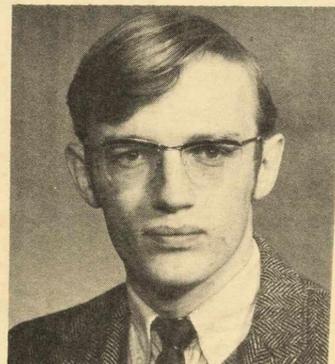
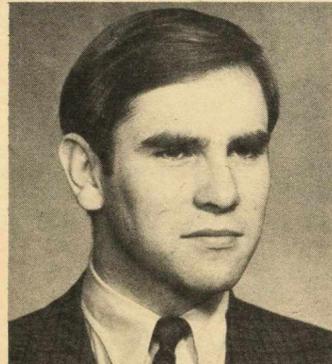
Robbie Shaw, Dalhousie Student Council president, warned unless the government acts on the brief there will be "a bigger and better march next Spring."

Shaw said he was "extremely" pleased with the turnout of students and believes "the-man-on-the-street" was impressed by the large and orderly demonstration.

He said he held little hope for immediate government action.

"It appears the province doesn't truly see education as an investment," Shaw said.

# YOUR CHOICE ON FEBRUARY 16:



**IVAN BLAKE**

**CHRIS THURROTT**

A consistent, analytical approach to student government is the greatest requirement for any Student Council president. Piecemeal non-controversial issues sterilize council elections.

This is the opinion of Presidential candidate Ivan Blake and his running mate, Chris Thurrott, running for the top executive offices in the Student Council elections February 16.

They said that all student activities should be geared to promoting relevant inter-action of all elements in the University. This includes demanding student representation on all university policy making bodies.

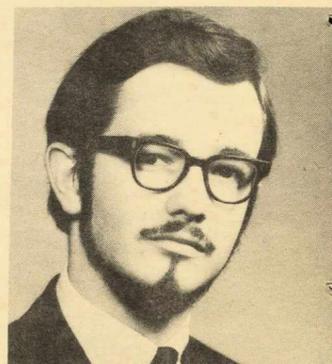
The team's specific proposals include establishing a committee, made up of society executives, to ensure that all societies are run in the interests of the student body; taking a hard line against proposed raises in Residence fees, including calling for a referendum on a student strike if fees are raised; establishing a student-faculty committee to study the financing of the bookstore; and pressing for responsible representation on all University governing bodies.

The University cannot be regarded as an academic ivory tower or a social club for the young elite. It must act as an integral and active part of Society. The Blake-Thurrott team believes this, and believes that much of the futility and irrelevance of student government, of which students complain, results from Council not having any clear goals.

"This is the main thing we offer that no other team has," they told the GAZETTE in a February 11 interview. "No other team has presented an analytical approach to the problems of student government. It is easy to run on a platform favoring university expansion and improved bureaucratic methods in the Student Union; most such platforms are hardly more controversial than Motherhood, and to make such Motherhood issues the cornerstone of your platform is to assume that the students are morons. Other candidates appear to throw together little grievances and some slick politicking, and that's all. They give platforms of unrelated issues." "We are a good alternative to the other two teams of candidates," they continued, "because our platform is based on recognition of the fact that there must be a central theme in all policies."

Blake has participated extensively in dramatics and debating on campus and directed the production of MURDER IN THE CATHEDRAL last year. Thurrott has held executive posts in a number of societies and was NDP Leader in Model Parliament one year. Both candidates are entering the first year of an MA program at Dalhousie next fall, Blake in history and Thurrott in Sociology.

**GET OUT  
AND  
VOTE**



**WADE GARRISON**



**DAVID SMITH**

"We get things done."

Wade Garrison, presidential candidate in this week's Council elections, continued, "We are for the average Joe student, Mr. D. Smith and I are running because of a strong desire to serve, and an equally strong desire to correct some of the mistakes imposed by the 'establishment' on Dalhousie students."

Speaking as one, the two candidates dealt with some of the campus organizations. The C.U.S. budget (\$4,077) they felt is too big. "C.U.S. does not fulfill any task that would justify its budget. When asked whether they, if elected, would pull Dalhousie out of C.U.S., they replied, "We would have to study the various benefits that C.U.S. offers its member universities, and if these services justify the \$2,600 paid in national fees then of course we would stay in. If not we would seriously consider withdrawing." In their opinion SED, and last Falls student forum were examples of C.U.S. at its best because, "Such programmes fulfill the necessary task of encouraging student involvement in university affairs."

The Dalhousie Gazette, they said is too short and should be a minimum of eight pages. "Following the re-organization of Council finances, and if possible, we shall consider increasing the Gazette's budget. The editor, they believe, should have freedom of determining editorial policy, so long as it is realized that the basic function of a campus newspaper, "is to provide the student body with correct and comprehensive coverage of campus news."

Their feeling is that there is a real lack of communication at Dal., and that the Gazette could play a large role than it has in the past. They advocate the setting up of a committee "to determine broadcasting policy, in order to ensure a variety of programming."

When asked how they felt about student representation on the Senate and, hopefully, on faculty committees, Garrison and Smith replied, "a good deal of our money is spent by these bodies, and we feel that students should have some role in

determining how their money is used. "They are of the opinion that the Senate and the faculty committees are to far removed from the student body to be able to consider many issues from the point of view of the students.

They emphasized that they were not running a political campaign. "Personally, we feel, that the Student's Council should restrict itself to matters directly pertaining to present and future students.

They stated that students are apathetic because "Council is too remote," since the business of Council takes up so much time of the people involved in Council. They would like to arrange it so that Council members and especially the executive can get out among the student body, or that the student body could take more active participation in Council affairs. "Basically it all goes back to a lack of communication." They believe that Council meetings should be better publicized, but that students also have a responsibility of reacting to council initiatives. The fact, they added, is that most people who are elected to Council, do so for prestige reasons and do not fulfill their positions satisfactorily. "It is no fun matter to sit on council, potential candidates - including faculty reps - should realize that their positions will demand a great deal of work. "They suggested that any person who wishes to sit on council should be required to attend at least two meetings prior to taking out nomination papers.

David Smith's final comment was: "I think that the time has come for a change in the 'establishment', and I hope that the student body will support us in our effort to make Council more relevant to the student, and more representative of the student body. Council should not be the baby of an elite."

The presidential candidate, Wade Garrison, concluded by saying: "I am of the opinion that no student has the right to criticize the administration of the Student Union, unless they get out on election day and vote according to the dictates of their conscience."



**RANDY SMITH**



**JIM BARLOW**

The main objective of the Randy Smith-Jim Barlow ticket is to promote challenge and change in student government. Smith is out to break the attitudes of establishment surrounding council and some of its organizations; one of the most specific criticisms is the Gazette. "Everything is to be challenged on the basis that S.U.B. affords a unique opportunity for change". Most students don't realize the nature of the Union. "It is not only a political lobby; it is a means to assure students of full participation in the university. We aim for full participation in the university which means both rights and obligations". Smith hopes council members next year represent as well as lead the student body. Barlow assured that he will act "as a sounding board for student opinion and feedback from the student body". Smith emphasized the need for communication: "it would be too easy to sit back in splendid isolation in the executive suite". What is needed is a working council and president. Formal structure was criticised as static that often impedes real growth. Student council elections were criticised: "too often vice-presidential candidates were used to pull votes for the tickets".

"Some councils emphasize the service aspects of student activity while some councils tend towards the philosophical. I aim for a balanced thought and action approach." I would hope that course evaluation approach used this year could be extended; more council and non-council groups working to sponsor programs. Smith said that faculty committee student representation as the logical course to follow on the acceptance of student representation on the senate. Committees are the "working" bodies on key issues such as studies and scholarships. He hopes to persuade the administration to set the priority on the athletics complex. Smith hopes that the new S.U.B. will break the environmental patterns of student activities. "It is a unique opportunity - the name of the game is change."

Smith, M.B.A. student, takes two years council experience into the election. He has served as member-at-large and treasurer of the council. Barlow is going into his last year of arts and has worked in D.G.D.S., Winter Carnival and Orientation Week. They have worked as a team before, when Smith was Producer of L'il Abner.

**DGDS PRESENTS  
"OH, WHAT A LOVELY WAR"  
FEBRUARY 15, 16 & 17**

# N.S.U.S. Brief on Education

The Honourable G.I. Smith,  
Premier of Nova Scotia,  
Legislative Building,  
Halifax, N.S.

Dear Mr. Premier:

Re: Education in Nova Scotia

University students in Nova Scotia are concerned about the way in which the educational system in this province is developing.

We think it was essential for the Government to start its development of Nova Scotia's educational system, by encouraging primary and secondary education through the program of school consolidation. This it did. To meet demands of present and potential industry in Nova Scotia, priority was then appropriately given to the creation and expansion of vocational and technical schools. The next logical phase in the development of educational facilities was to increase university assistance.

The university grants commission has provided funds for buildings and facilities. It is now necessary to ensure that so large an expenditure of public funds does not work only to the advantage of Nova Scotia's financially privileged citizens.

That such citizens are favoured at the present time is indicated by the fact that while only 28% of Canada's university students come from the 52% of Canadian families who earn less than \$5,000 per year, 25% come from the 6% of Canadian homes which have family incomes of over \$10,000 per year.

We also find ourselves facing the fact that while in Canada 9.5% of persons between 18 and 24 years of age attend university, in Nova Scotia the percentage is 8.1%. Nova Scotia falls significantly below the National level.

These various statistics force us to converge upon one conclusion: if Nova Scotia is to maintain at least its present status within Canada, and if the poorer citizens of our province are to benefit as much from the immense public expenditures upon universities as the wealthier citizens, then various new programs must be implemented.

More particularly, what is required, is a system which will make university education a more attainable goal for the large percentage of our population which cannot now afford a university education.

It is for these reasons that the Nova Scotia Union of Students insists that university fees must go down, rather than stay at their present level.

It is also for these reasons that our Union cannot accept an increase in residence fees. Students entering university from a rural area are almost forced to spend at least one year in residence, even if they eventually hope to find other accommodations. They normally are not well enough acquainted with the university city to find lodgings while still in high school. Resident students incur a higher individual cost in attending university than do other students. The per capita income of rural families is considerably lower than that of urban families (consider, for example, the minimum wage differences between the rural and urban areas).

This means that students from rural families, who in fact have least capital at their disposal, are being asked to spend the most money on their university education. To allow this situation to worsen is unthinkable.

In addition, our university residences offer innumerable advantages to the university student. They are integral parts of the university community. It is not becoming either to the university or to society as a whole to allow the residences to become the domain of the financially privileged.

The Nova Scotia Union of Students therefore trusts that our government will attempt to reduce university residence fees, rather than allow them to escalate. This may require a change in its policy of not providing subsidization of university residences.

It is also because of the inequality of opportunity inherent in our educational system that the Nova Scotia Union of Students suggests that the time has come to establish a bursary scheme which will help to recruit new university students without attention to their financial background.

We suggest that the Government of Nova Scotia should give a bursary of \$300 to each resident of Nova Scotia graduating from grade twelve in a Nova Scotia high school, and who is accepted by any university (in Nova Scotia or elsewhere). This money should be paid directly to the university which accepts the student, part of it at the time of registration, and the remainder in January.

Money would be given to students who may be reluctant to enter university. Once there, these persons will hopefully better understand the value of a university education, will be informed on the various student aid programs, and will be more likely to borrow money to continue.

Because the money is paid directly to the University, there will be no possibility of abuse of the funds. Because the money is paid in two instalments, there will only be a partial payment to students who do not continue their studies in the second term.

If the scheme is applied to Nova Scotians attending University outside Nova Scotia, these persons will be assisted in following courses not presently available in Nova Scotian universities.

The amount of three hundred dollars may be varied according to the resources of the government.

The scheme may be extended to apply to the same students on an incentive basis. This basis would be the setting of an academic requirement, which, if obtained, would allow a student to be eligible for a further bursary. The academic requirement, of course, would vary in different faculties. For example, those students successfully completing four out of five courses toward an Arts degree in their first year might receive a further \$300 to be applied toward their second year at university and so on.

Finally, had this scheme been in effect for the current academic year it is estimated that approximately 2,000 students in first year would have qualified for the \$300 bursary. Thus, the cost to the Government would have been \$600,000. It is reasonable to anticipate the cost would be similar next year.

Neither keeping residence fees at their present level nor granting a three hundred dollar bursary to first year students will come close to paying a student's expenses completely, while he is in university. It is estimated that for a student to attend university the cost is \$1,750 per annum, and it is also estimated that the average student saves about \$400 from his summer earnings. This means that even a first year student must raise at least 1,000 dollars. In some cases he may be able to receive assistance from his parents. Otherwise, he will also require the assistance of a Canada Student Loan.

We would also, therefore, recommend some necessary changes in the Canada Student Loan Plan.

We first of all suggest that the government should attempt to bring about a change in the means test which is a part of the loan. We recognize that at the present time the Means test is necessary. Yet many parents refuse to sign the loan, or refuse to provide the financial assistance which their incomes would show that they are well able to afford. Students who are the children of such parents often have to interrupt their studies at a very crucial time simply because they are ineligible for the loan which they very badly need.

We specifically recommend that while students must be required to declare the amount of their parents' assistance to them, this assistance, rather than their parents' income, should be a determining consideration in evaluating the candidates.

We also request that the department administering the loans be enlarged, as many students now receive their loans so late in the year that they are caused considerable hardship.

It may be seen from our recommendations that while we are attempting not to drain the Nova Scotia Treasury at a time so critical to the future of the province, our scheme will offer the very needy high school graduate a six hundred dollar bursary. (The \$300 Nova Scotia Bursary now accompanying the Nova Scotia Loan, plus the \$300 bursary which we have proposed.) This in itself will help greatly to increase the probability that a student from a poorer Nova Scotia home will be able to benefit directly from the vast amounts of public money which have recently been spent on the university.

The proposed scheme would also help to rectify, at least temporarily, the unfortunate fact that in this province, where incomes are generally lower than in other parts of the country, the cost to an individual for a university education is higher than in other parts of Canada. Earlier this year, your minister of Education was provided with a table of tuition fees which indicated this very clearly.

The program of bursaries which we have asked your government to adopt is only one of the ways in which Nova Scotia Students are trying to encourage interested high school students to attend university. We have been working for several years on a program of high school visitation which attempts to stress the meaning of a university education. But when the costs of attending university are so prohibitively high, the effect we can have in these other projects is severely limited.

Another factor which hinders the full educational development of the youth of this province is Nova Scotia's whole system of high school education. The salary rates of teachers in this province are desperately low.

As long as many of our better teachers are attracted to other provinces by the wages offered them in the rest of Canada, we cannot expect that Nova Scotia will ever be able to develop its citizens to their full potential. This fact will be reflected in the social, cultural, and economic life of the province.

There is only one solution to this problem. Education must be given a higher priority in the provincial budget.

Education is not a thing which Nova Scotia can afford to fall behind in. It is of extreme importance that Nova Scotia develop its educational system at least at the same rate as the rest of Canada; otherwise, we can never hope to improve our Province's financial situation relative to the rest of this nation.

According to the Canadian Tax Foundation Report, "Provincial Finances - 1967", the percentage of provincial expenditure devoted to education is no higher than that of at least four other provinces, and is less than the average expenditure for all provinces. As well, in terms of per capita expenditure for education, according to the Canadian Tax Foundation Report "Provincial Finances-1967" Nova Scotia has declined from third highest per capita expenditure in education in 1957, to seventh highest in 1967.

In 1957 Nova Scotia was devoting a higher per capita rate of expenditure for education than the National average, for Canada. In 1967, this per capita rate of expenditure is less than the national average. In the 10 year period, individual tuition fees at Dalhousie have risen, in some faculties, up to one hundred per cent.

It is because of the great importance of Education to the future and present citizens of Nova Scotia that we have chosen to present this letter in the company of a token number of marchers, representative of our various universities. Even at a time when industrial development is so important to Nova Scotia, it is necessary to remember that Society's greatest raw material is developed through education. Not all citizens have the same educational needs or abilities; but each individual must be free to develop himself to the best of his ability and interest. This requires that all educational institutions be open to those who are qualified to enter.

Universities are no exception. In a university, it should be intellectual ability, and not socio-economic status, which determines whether or not one will be accepted. Our present university structure does not allow for this.

Those of us who are now studying at universities are obviously not affected by financial barriers. They are not our problem so much as they are the public's problem. Yet as citizens of Nova Scotia it is our responsibility to communicate our analysis of this situation both to our government and to the public. It is through this letter, our march, and the public media, that we hope to do this.

Sincerely yours,  
Kim S. Cameron,  
President N.S.U.S.

Member Institutions:

Dalhousie University  
St. Mary's University,  
St. Francis Xavier University,  
Mt. St. Bernard College,  
Mt. St. Vincent University,  
University of King's College,  
Nova Scotia Institute of Technology,  
College St. Anne

Printed here is the first draft of the brief to be presented to the Nova Scotia government. The only changes will be grammatical; the brief is not to be quoted by the news media until it is officially released to them.

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per person



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Everyone in town is enjoying the friendly atmosphere... why not visit our Lounge Tonight!

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Birds?



A Pipe?

## A Pipe?

But a pipe is only as good as its tobacco... like Amphora Pipe Tobacco — the genuine Dutch pipe tobacco. There's two ways to try Amphora. One — rush to your local friendly tobacconist and purchase a pouch of Amphora Mild or Full Aromatic...

Or mail in the coupon below and get a 1/9 lb. pouch FREE. Yes, free. No strings attached. We just want you to try a great mild tobacco taste. That way, we both come out winning. You discover real smoking pleasure... and we get a steady Amphora customer.



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To: Douwe Egberts Ltd., Box 31, Burlington Ont.

Yes, I'd like to discover real smoking pleasure. Send me one regular-sized pouch of Amphora Pipe Tobacco... FREE. I'd like (check one) Regular... Mild Aromatic... Full Aromatic...

Name .....

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City ..... Prov. ....

Offer expires June 28, 1968 and is limited to one pouch per person, per address.

# **MARCH ON FEB. 15**

## **FOR EDUCATION IN NOVA SCOTIA**

**NOVA SCOTIA STUDENTS WILL BE PRESENTING**

### **A BRIEF SUPPORTING:**

- **higher priority for education**
- **freezing of residence fees**
- **\$300 bursary to all Nova Scotia students entering university (total cost - \$600,000)**
- **higher wages for high school teachers**

## **MARCH FOR EDUCATION**

**PLACE -**

**TIME - 7:00 p.m.**

**DATE - This Thursday, FEB. 15**

**High School Students and interested citizens are invited**

**to join the March for education**

**Dress warmly, and support your student union.**