

Special Pre-Election Section

FOUR IN RACE FOR PRESIDENT

See Pages 6 & 7

He always wanted to explain things.
But no one cared.
So he drew.
Sometimes he would draw and it wasn't anything.
He wanted to carve it in stone or write it in the sky.
He would lie out on the grass and look up in the sky.
And it would be only him and the sky and the things inside him that needed saying.
And it was after that he drew the picture.
It was a beautiful picture.
He kept it under his pillow and would let no one see it.
And he would look at it every night and think about it.
And when it was dark, and his eyes were closed, he could still see it.
And it was all of him.
And he loved it.
When he started school he brought it with him.
Not to show anyone, but just to have with him like a friend.
It was funny about school.
He sat in a square, brown desk
Like all the other square, brown desks
And he thought it should be red.
And his room was a square brown room.
Like all the other's rooms.
And it was tight and close.
And stiff.
He hated to hold the pencil and chalk,
With his arm stiff and his feet flat on the floor,
Stiff,
With the teacher watching and watching.
The teacher came and spoke to him.
She told him to wear a tie like all the other boys.
He said he didn't like them.
And she said it didn't matter!
After that they drew.
And he drew all yellow and it was the way he felt about morning.
And it was beautiful.
The teacher came and smiled at him.
'What's this?' she said 'Why don't you draw something like Ken's drawing?'
Isn't that beautiful?
After that his mother bought him a tie.
And he always drew airplanes and rocket ships like everyone else.
And he threw the old picture away.
And when he lay alone looking at the sky,
It was big and blue and all of everything,
But he wasn't anymore.
He was square inside
And brown,
And his hands were stiff.
And the things inside him that needed saying didn't need it anymore.
It had stopped pushing.
It was crushed.
Stiff.
Like everything else.



This poem was handed to a teacher in Regina by a Grade 12 student. Although it is not known if he actually wrote the poem himself, it is known that he committed suicide a few weeks later.

Schools: Grim, Joyless

NEW YORK (CUP) — A U.S. educational researcher says American schools and colleges are "the most grim, joyless places on the face of the earth."

Charles Silberman, Fortune magazine editor who has been working on a Carnegie Corporation study of U.S. education, says 2½ years of research have shown him that public schools, for example, are "destructive of human beings."

"They are needlessly authoritarian and repressive — not because teachers and principals are stupid or venal, but because nobody ever asks why: why the rules, or why the curriculum?"

"What's wrong has much less to do with technique or substance than with the mindlessness of the whole enterprise. Nobody's encouraged to think about the purpose of his work, why he's doing what he does."

"No one is liberally educated unless he's forced to think about the nature of education. In large part

this is what our student rebels are complaining about: This God-awful word 'relevance.' The university has separated mind from feeling and mind from action."

Silberman, 43-year-old author of the best-selling *Crisis in Black and White*, broadened his study to examine the role of other "teachers" such as press and TV journalists, clergymen and museum directors.

"If our concern is with education," he said, "we cannot restrict our attention to the schools, for education is not synonymous with schooling, and teachers are not the only educators."

Results of Silberman's survey are to be published in book form this fall. The study was originally prompted by university presidents calling the Carnegie Corporation for advice on handling their schools of education.

INTRO DAL.

By KATHARINE BOWLBY

What are all those mysterious mumblings we hear coming from Room 324 in the S.U.B.? For beginners, the Central Committee is getting the cannon from the Yacht Squadron for the opening of IntroDal '69. Dalhousie students will be doing a little of everything on March 7th and 8th.

For two days during March Break, Dalhousie stages exhibits, contests, and special events during its Open House, to show the public — from prospective student to senior citizen — just what university life is like. Since projects are sponsored by individual clubs and facilities, it is also an opportunity to introduce the German Club to the Physics Club, or the Forest Building to the Haliburton Society. It's a chance to show Dal students what goes on outside the area of their chosen interests.

The Central Committee for IntroDal is responsible for publicity and co-ordination of exhibits. They will need help soon, but right now is your opportunity to help your favourite club or faculty make a good impression, and maybe even outdo the rest! IntroDal is a student-run operation, but faculty are acting as advisors, and are happy to help. If you don't know who is running IntroDal in your faculty or club, check with Room 324 S.U.B., or phone 424-2548.

For camera bugs, there will be a photography contest, so start snapping your cameras around now! There will be more about events and displays in the next issue.

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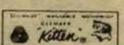


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Dramatic Society Presents

"Fiddler"

By DAVE HARRIGAN

March 13, 14, 15 are the dates the Dalhousie Glee and Dramatics Society is presenting "Fiddler on the Roof". With a large cast and technical crew hard at it, "Fiddler. . .", promises to be one of the greatest productions in the 82 year history of D.G.D.S. The cast has been rehearsing for three full months under the di-



rection of Ivan Blake.

"Fiddler" has been world-acclaimed as one of the greatest shows, having played on Broadway for nearly seven years! The setting is a little Jewish village in Czarist Russia. The humor and pathos is sure to delight everyone. Tunes such as "Sunrise, Sunset", "If I Were a Rich Man", and "Tradition", will surely conjure up some shivers among even the hard-hearted.

Remember the dates for the show that will never be forgotten, "Fiddler on the Roof", March 13, 14 and 15 in the Student Union Building.



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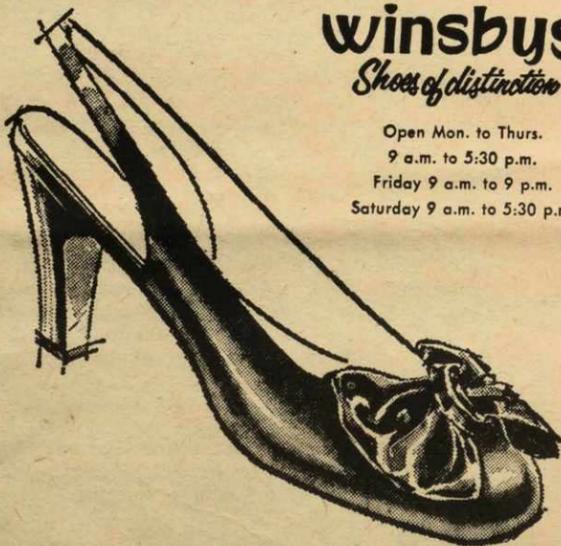
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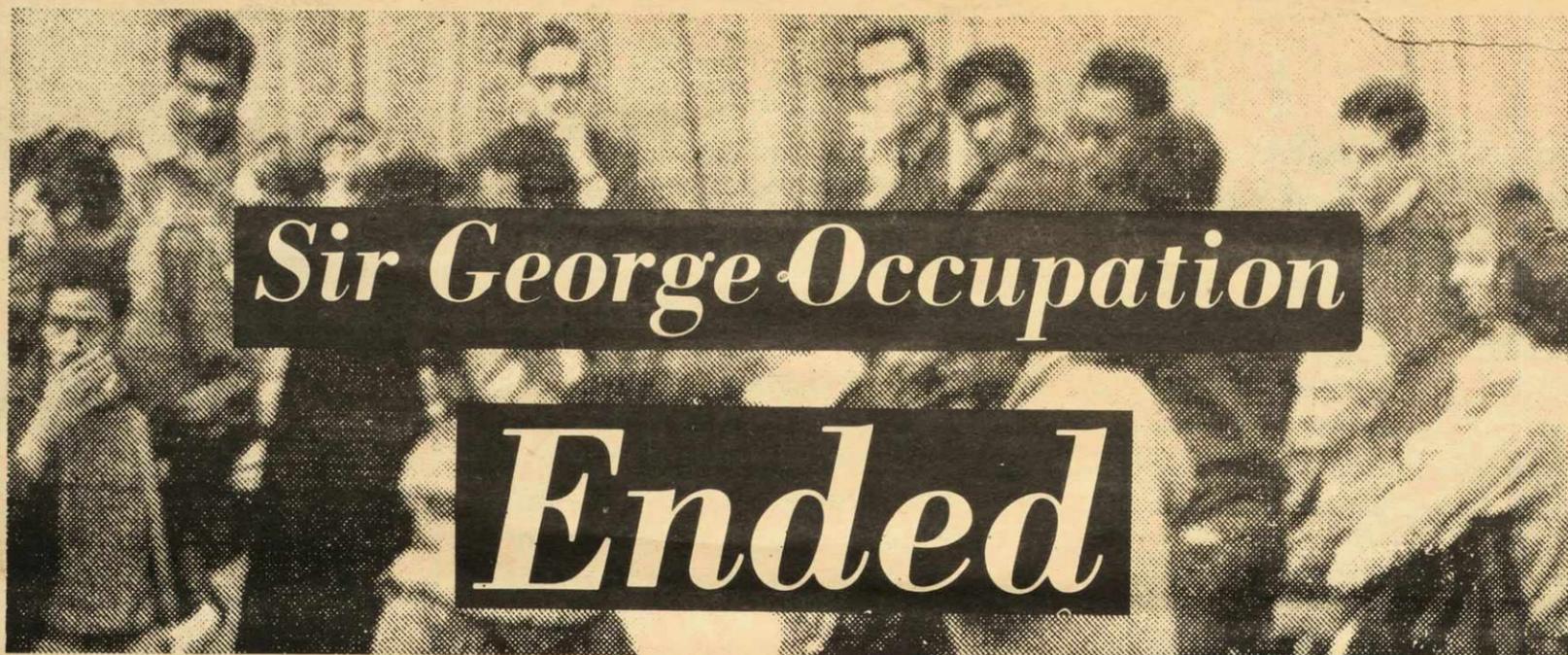
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(CUP) — Events leading to the present crisis at Sir George Williams University: 1968

February

Prof. Perry Anderson is informed by a lab demonstrator that some black students in Zoology 431 believe him to be prejudiced against them.

April 28

A group of black students approach Magnus Flynn, dean of students, with racial and academic complaints against Anderson. Flynn terms the charges "very serious."

April 30

The complaints are presented to dean of science Samuel Madras. Afterwards Madras calls in Frank McLeod, biology department chairman. (Madras writes the charges down.) A meeting to investigate the charges is set up between Flynn, Madras, McLeod, Anderson and the students.

May 4

The meeting convenes for four hours. Anderson remains silent while he is defended by Madras and McLeod. Minutes of the meeting were later lost in the university mail system. Madras promises to communicate decision to students, never did.

June 14

Madras sends a memo to Flynn, McLeod, Anderson, acting principal D.B. Clarke. Memo says Madras is convinced "there is no substance to the charges of discrimination and racism." Memo does not go to students.

September, October, November

Prof. Chet Davis of the faculty of education informs Flynn that the black students are still dissatisfied. Flynn transmits this information to "various members of the university community."

Nov. 20 - Dec. 3

Dean Flynn and Davis meet and agree that an enlarged meeting of all concerned people should be convened to discuss the situation. The meeting was never organized.

Dec. 5

Students occupy McLeod's office, demanding that Anderson be fired. They are willing to accept a hearing committee to investigate the matter, but only if the composition of the committee is acceptable to them. The committee is to be composed of five faculty members. Clarke proposes five names which Davis brings to the students. The students accept the formation of the committee but ask to substitute Parambath Menon for one of the faculty members on the original list.

Clarke, the blacks and Anderson accept the revised membership of the committee to consist of professors Alan Adamson (chairman), C. W. Bayne, Davis, Michael Marsden and Menon.

Adamson and Marsden are white, Bayne and Davis black. Menon is an Indian.

Clarke accepts Anderson's request to be temporarily relieved of his teaching duties.

Dec. 9

Members of the hearing committee write a letter to Clarke requesting his assurance that the committee has authority and the confidence of the administration.

Dec. 10

Vice-principal Clarke replies by later assuring the committee of his backing and confidence.

Dec. 12

An emergency meeting of the science faculty is called with only white students invited. Madras reads a two-page summary of the lost minutes of the May inquiry. The meeting is adjourned abruptly because of disruption from blacks who are incensed over its process.

Dec. 12

Principal R.C. Rae resigns, vice-principal Clarke becomes acting principal.

Jan. 6

Vice-principal John O'Brien learns that Anderson proposes to resume teaching in evening classes unless he is formally relieved of his teaching duties.

O'Brien sends him following letter:

"This will confirm that you are a member of the teaching staff. . . in full standing and as such you are entitled to teach your classes. . . However, you are aware of the potential difficulties that may arise, including the risk of violence, and which latter situation we all wish to avoid. We would suggest that you consider very seriously, in view of this possibility, that your lectures are temporarily suspended. Be it clearly understood that this decision is entirely up to you and, should you decide to suspend your lectures, this decision will in no way affect your academic position."

Anderson decides not to teach.

Jan. 10

Prof. Marsden, a member of the hearing committee, resigns, calling for a replacement to be made along the agreed principles acceptable to both sides. He resigns because he is head of the school's faculty association and feels he would like to remain free to review the whole affair.

Six black students present Clarke with a formal written charge.

Jan. 16

The black students present the following conditions to Adamson, chairman of the hearing committee:

1) The hearing is to be held Jan. 26 and completed that day.

2) Len Bertley (a black) is to replace Marsden.

3) The hearings must be open.

Adamson agrees with the students to arrange a meeting with Clarke, the committee and the blacks to discuss the conditions.

Adamson writes Clarke that the committee has agreed to replace Marsden with Prof. Fred Knelman and asks Clarke to contact both parties and obtain their consent.

Hearing committee meets and a) rejects black demands as "non-negotiable", b) advises Clarke and O'Brien to assume ultimate authority in the case particularly with reference to replacing Marsden, c) decides to arrange a meeting between all parties.

Jan. 20

Adamson calls a meeting for all parties, blacks refuse to attend. Blacks charge Adamson, Bayne and Davis are all incapable of judging the issues impartially. They suggest replacements. Marsden is relieved of his faculty association duties and is reinstated to the committee despite student protest.

Jan. 22

Davis and Bayne resign, saying the committee is ineffective. Adamson stays on as committee head. O'Brien announces resignations, says Clarke will appoint new members to ensure due process.

Black students are concerned about O'Brien's letter to Anderson Jan. 6. They say the letter is a distortion and threat to them. They go to O'Brien's office. O'Brien at first denies the phrase "risk of violence" but, when forced to produce the letter, finds it contains the phrase. O'Brien signs a public apology to the students. (The following week, he initiates civil proceedings against Erroll Thomas and accuses him of "pressuring and attempting to exhort a signed statement, forcibly obtaining a signed document, and forcible detention". His original statement had said he did not sign under duress, but he recanted the next

day.)

Jan. 23

Black students refuse to recognize the committee's authority because they were not consulted on filling the vacancies.

Jan. 24

Clarke writes Adamson saying "in the event of an appeal from the decision of the hearing committee, the acting principal is willing to establish an appeal committee composed of well-known persons from outside the university, and of proven integrity."

Jan. 25

A letter from Clarke to Adamson formally appoints Knelman and John Macdonald to the hearing committee.

Jan. 26

The hearing begins. The blacks withdraw.

Jan. 27

The university closes for the day to allow students and faculty to discuss the issues and make presentations to the university community.

Jan. 28

The Georgian, student paper at the university, is prepared and circulated by black students.

Jan. 29

200 students begin occupation of Sir George Computer Centre. UGEQ comes out in support of the occupying black students, demanding that the charges against them be dropped and the committee be reformed. The Student Council at Sir George refused to condemn or support the occupation.

Jan. 31

Blacks issue statement on occupation. 800 Sir George students call on administration to disband investigation committee at open meeting.

Feb. 3

A rally is held at noon and blacks call for support from whites. Rocky Jones addresses meeting along with Rosie Douglas and 200 whites took over the faculty lounge on the seventh floor of the same building.

Feb. 4

Statement issued by the joint executive committee running the occupations. It questioned the "integrity and authority of the university administration" and declared that they would not negotiate until their demands are met.

Feb. 6

Lab demonstrator who originally informed Professor Anderson of black discontent gave testimony in an in camera session before the investigative committee.

Feb. 11

The administration called in the police to end the occupation and black students set fire to the computer centre to prevent the police from gaining access. The plan backfired, with the flames forcing the occupiers out of the building and into the arms of police. Before it was all over close to a million dollars damage was done, and the occupiers were arrested.



The World Tomorrow

By GARNER TED STRONGARM

Good day, ladies and gentlemen. The awesome potential for revolt and upsurgent insurgency is yet again raising its scaly and reptilian head. Even since last week, when all seemed relatively serene and calm, the minions of anarchy and bogus 'humanism' are back on the prowl, hunting down all that dares to oppose them. It is a dreadful spectre which confronts us, but we must roll up our sleeves and get to work eradicating its noxious and multiform presence, lest we are swallowed up.

To many good Christian folk outside our ivy-lathered camp, the imminent elections for President of the Dalhousie Student Council may, and indeed probably do, seem insignificant. It is unbelievably disheartening to know that so many souls have sold their allegiance to the Devil. For it is plain for all to see that what is at stake is of the utmost importance; if we as Christians are defeated at the polls on the forthcoming election day, then it is not just our shirt that we will lose — the very panty-hose of Christ will be violated. We cannot allow the faggot leftist fruits looming before us to have that satisfaction, so it is imperative that you follow my sage counsel even more closely than usual this week.

Last week there were only two contenders for the crown. Since then one has dropped out of the running, and two more have entered the political rink. Moe Barkhaus left off his pursuit of the highest office this University has to offer; witnesses say that he "came out of Bruce's office bawling like a baby. It was really hard to understand exactly what he was saying, what with him standing there blubbing and dripping all over everything, but he seemed to keep repeating 'Bruce wouldn't . . . but he just couldn't . . . but he did . . . so I can't . . .'" According to another witness at the scene at the time, "Moe sort of walked off in a glazed daze, muttering something about how Giltedge was blackmailing him or was a niggerlover, or something like that. It makes sense, too. If there are two things that Moe can't stand, that's them."

The general tenor around Howl Hall, home riding for the apparently vanquished Barkhaus, seemed to be more one of relief than disappointment, frustration, anger, or don't know. Scott Swinebin was heard to comment by this writer that "gee whiz, we're sure lucky Bruce threatened to do whatever he threatened to do, 'cause now we've got Moe for our very own. We love him even if he doesn't talk about his past much." Prospects are good that Mr. Barkhaus will accept a post with the patriotic jock junta currently ruling, and ruling firmly and decisively, I may add, Howl Hall. A George Munroe fellowship with an eleven year tenure has been mentioned. Thanks be.

But the real menace hove into view on Wednesday. A mustachioed limey pinko ex-Gazette staffing technocrat offered for the presidency. His name: J.P. Goldbrick. His platform: revolution. There is little that is foul and/or dastardly that this perverted exponent of "staff democracy" and "a truly people's, truly proletarian paper" has not done, or failing that, would not do to further the insidious grippe of Asiatic Communism within our young people's otherwise healthy and lithe and supple bodies, and in some cases minds.

Lest it be mooted about that this column is nothing

but a compendium of character assassination and slander, I should proffer proof perhaps, of this character's nefarious past and iniquitous present. Born in Odessa in 1917. Of his past, everything is rumor, little is substantiated fact. But this is an existential world, son, and we have to make do with what we can. It appears that Goldbrick adopted his pseudonym to dovetail more closely with his revolutionary persona. His impenetrable facade of solidity and trustworthiness required that his name inspire trust and solidarity among Goldbrick's adoring yet foolish devotees: hence Goldbrick.

What most Halifax natives fail to realize is that J.P. is doubtlessly the most subtle agent of the Kremlin ever to attempt to subvert the students' union of Dalhousie. Who would ever suspect a person who seemed as guileless, as earthy, and as unabashedly candid as Goldbrick? Who would ever believe that the cheerful "Greetings and hallucinations!" that split the morning air day after day was a coded password-of-the-day to urge his flagging hordes of co-staffers on to more frenzied levels of work propagating dissension and open senates? Who, but who, could have surmised that the natty little mustache on his well-scrubbed face was a crude attempt to usurp the legitimacy of our own Bruce Giltedge, and to belittle Bruce's patience and dogged persistence?

Well, the truth is out. Clear minds cannot fail to register their disapproval at Mr. Goldbrick's duplicity and daring deceit by going out on election day and crushing the monster of the polls. This has to be done in a totally democratic manner if we are to be able to assert our moral superiority over creeps and wreckers of Goldbrick's ilk. I would suggest that this be accomplished by everyone drawing straws to see who will have the honour of driving the ceremonial steamroller.

Once again, ladies and gentlemen, this has been Garner Ted Strongarm bringing you the plain truth about the world tomorrow. Good day.

O GOD NO!! Ladies and gentlemen, the ultimate horror has befallen us! The ogre is at our front door! We find ourselves faced with the final, ineluctable conflict. Just as I was wrapping up and about to leave my office, one of my faithful emissaries came running up with the shattering, devastating, grotesque news that I suppose we all knew deep in our bones would sooner or later occur. It is with a heavy heart and a tremendous amount of trepidation that I tell you that Kim Cameldung has submitted nomination papers to place himself in the race for the top. This is a provincial emergency. I have up until now refrained from going into the sordid story of this yokelish dialectical fiend, but our tactical-strategic situation is worse than grim, so we must brace ourselves, plunge resolutely into a cesspool of demagogic mire, and know our enemy. Please, if your wife or girl friend is reading this column with you, tell her to leave the room. Don't give her any explanation, for it might confuse her delightful and wacky feminine mind: just send her out of the room.

Cameldung is a monster, make no mistake about that. Tall and emaciated, he could often be seen furtively scurrying around in the numerous and dark shadows cast by our splendid University buildings.

For the past thirteen years he has amassed a cumulative record of counter-Christian activities that would make Beelzebub blush. He started off on his path to ruin and eternal damnation the predictable way: when he was a tender eight years old, he collected the largest aggregate of smut and pornography that the Maritimes ever saw. Despite a hopeful sign developing when he was about nine and a third (he refused to share his hard-earned filth with all his lazy sibling buddies), his course ever since has been a continual downward spiral. By eleven he had graduated into hard-core perversion, and was assiduously reading the Jew Marx. Two years found him involved in an abortive plot to "nationalize" a large quantity of surgical alcohol from the V.G. An untraceable rumor has it that this alcohol was to have been used in certain unspeakable nocturnal rituals involving "puns and pattycake."

It is obvious for all to see that these nightly orgies affected young Cameldung's mind and body. Reliable medical authorities, who must go unnamed here for obvious reasons, state unequivocally that the end result of his periodical dissipation was to leave young Cameldung mentally unbalanced and the proud possessor of a complete set of utterly demolished chromosomes. The second instance cannot be empirically proved at this time, for Cameldung has not yet bred; however, it can be proved conclusively that he is a wee bit nuts in the head by reviewing the further path his activities took.

At the age of sixteen, Cameldung organized the Harvey Schwartz Memorial Rod & Gun Club, a devious and yet ominous revolutionary Communist front group whose activities consisted solely of stick fighting and target practice. There was an unduly high attrition rate, however, due at least partially to young Kim's avid zealotry, and the club was soon thereafter disbanded because of persistent difficulties in raising a quorum.

We know little of Cameldung's activities during the very formative seventeen-to-twenty period. There are covert whispers of a pretty psychedelic transformation in his budding personality, but as SUPA has long since disbanded and the membership rolls are no longer extant, we can only hypothesize.

This brings us pretty much up to the present, largely ignoring his peripheral yet significant participation in the Cuban Sellout and his role in the decision to build the infamous, all-too-concrete Berlin wall. You all have read my devastating expose of Cameldung's notorious editorship of the Dalhousie Gazette and the exorable manipulations he perpetrated upon the hapless Pharos staff members, so there is no need to go into detail over that.

I do not need to emphasize the magnitude of the disaster that would befall us all were either Cameldung or Goldbrick to be elected next week. We cannot afford to have our administrators' student union ruined and befuddled. Now, there are certain socialist-inspired laws which bar me from advocating what I feel, and rightly, I may add, must be the final solution to the electoral question, but I have enough faith and confidence in your intelligence and imagination to leave it up to you. Together we shall triumph for Giltedge and God.

Good day, my flock.

Editor's Note: Point and Counterpoint is to become a regular feature in the Gazette, a vehicle for expressing your particular point of view on any subject whatsoever.

Seldom has a controversy been given such wide attention by the mass media as the revolt of students and the New Left. Never have so many said so little at such length. Mr. Vince Hubley, in his article "Student Activism and the New Left" Dal Gazette January 30, is no exception. Rarely has such a self-professed liberal radical depended so much on a reactionary syntax, and if the medium is anywhere near the message, the content is contradictory.

A Hubley cry from the wilderness asks, "What- ever happened to the cool reasonableness of the Liberal radical? . . . which is followed one line later by "Although I believe in some radical actions, I remain in sympathy with liberal values. Reason, Democracy, Tolerance, and Truth." . . . and one line later, "This is not a revolutionary period". Essentially what Mr. Hubley is saying is he is a reasonable, democratic, tolerant, truthful, radical, without the perception to discern anything revolutionary about our present age. And he's a liberal to boot. May "Bonanza" and bubble gum please preserve us from this cool liberal vanguard of which Mr. Hubley maintains he is a charter member. Sympathy with liberal values couldn't be more conservative. As Messrs. McLuhan and Marcuse have often noted, this is an age of empathy, not sympathy. Mr. Hubley's perception has the fine ring of a Saturday matinee Hopalong Cassidy serial, as he attempts to comment on an age in which change is immediately visible for the first time in history. Possibly he could whip his horse and buggy and catch up with Apollo Eight.

The article further wonders why the Left badly confuses cultural and political values, which he maintains are completely divorced. If the author has

Point and Counterpoint

By CASEY BALDWIN

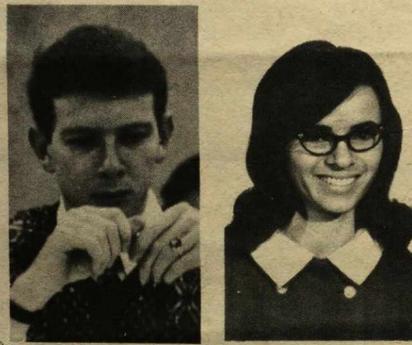
spent the last ten years at a non-stop Rotary Club meeting reading the Mail-Star and the Dartmouth Free Press this myopia is perhaps understandable. One of the Lefts principal objections to the status quo is the great vacuum allowed many Canadians by our politics. Culture and politics are inseparable. Our economic and political values have led to money and power being amassed by a tiny minority, a natural progression. The result, again naturally enough, is that this minority wishes to establish and maintain a culture promoting values which will enable it to at least maintain this position of considerable self-interest. However these politics and their attendant culture leave a shocking number of Canadians in want to one of the richest countries in the history of the world. Not in want of a new car either, but half decent food and reasonable shelter. Take a slow walk through Hastings St. East Vancouver, East Toronto or Montreal, or for that matter, a mining community in Cape Breton. I don't doubt for a minute that many people, including Mr. Hubley, are sincerely sympathetic with the plight of three to four million fellow Canadians, but it isn't enough. Only the politics and economics of providing for all the people in Canada will be enough.

The reaction to this is usually reactionary. "This is a free country; let them pull themselves up by their own bootstraps. We aren't going to support a bunch of lazy good for nothings with our tax money" . . . an all too common cry. What is even sadder is that this charge is often true. But who is responsible for this cultural inheritance of the poor. We all are. Our politics and economics allow those who already have to acquire more, be it education, money, or power. It is difficult to make something

from nothing. Our politics and culture should provide the means, motivation and education, to help the have-nots help themselves. Mr. Hubley states that a university education is a privilege, which it is; an all too hallowed privileged preserve of the middle class which is jealously guarding its means of access. In order to maintain this idyllic state of affairs the goals, not the means, of the working class are carefully educated to be moderate and vocational, so as to avoid an unseemly crush at the Registrars office in the fall. Christ Vince, if you educated the means, you would suddenly have to compete with all kinds of bright working class kids hungering after knowledge and executive positions. There isn't any reason in the world why the taxpayers of Canada cannot afford to give a university education to a kid, be he rich or poor, who has worked hard to get into and through university. The taxpayers of Canada can't afford not to. Granted, with increased demand the standards would go up, but is that so bad.

As to Mr. Hubley's charge that student unrest in Canada has been fostered by Americans; it hardly deserves an answer. It smacks of Senator McCarthy's intensive hunts for a Red under every American bed during the fifties. He admits to possible error when stating he can't understand why the "New Left" feels it has the right to comment and pass judgement on society. Please Vince, this is a democracy. Lastly Mr. Hubley says until the Leftists present some concrete proposals their arguments will remain hopelessly devoid of meaning; a complete mystery to him. Considering the depth of understanding illustrated by his article the last line was unnecessary. And I am a conservative.

Articles for this column should be addressed to - Point and Counterpoint, Dalhousie Gazette, Student Union Building, Halifax.



Q1

WHY DO YOU WANT TO BE PRESIDENT?

Eric Button:
It's been, over the past year, my occasion to observe things going on at Dalhousie, and I felt there was a lack of co-ordination and leadership. I felt that I personally could offer a lot to this university from my past experience. I felt that I could take certain things from my undergraduate university and pull them into this system and it would be of great benefit a) to the Student Council itself, and b) to the whole organization and the students themselves for more active involvement and communication.

Kim Cameron:
Because I don't believe that the student council presently serves student interests as well as it should, mainly because after its annual election it becomes very removed from student opinion. I don't believe that this is due only to the personalities on the council, but rather is caused by the structure of our union.

Bruce Gillis:
Of the people I see now who are in the race available for

the job and have qualifications I feel that I have first of all the best qualifications, the best understanding of Dalhousie and the student problems at the moment and I feel that my experience as Internal Affairs Secretary at Dalhousie and working on other various committees and so on at other universities such as McGill and my experience with CUS makes me the most qualified person.

Phil Goldring:
I want to be president because I believe I can do the job, because I am not satisfied with the other candidates in the race, and, let's be candid, I have personal reasons for running; specifically, having spent five years in student activities, I feel the desire to culminate all that experience by putting it to what I like to think is the best use. And I have certain political ideas, you might call them political principles about the running of the Student Union, and of course there's always an element of personal ambition in it too. I'm quite prepared to accept the fact that it's a tremendous responsibility, but it's one which I am willing to take on, and which I feel I am quite capable of discharging.

Q2

HOW DO YOU CONCEIVE OF THE OFFICE PRESIDENT?

Kim Cameron:
A president's first responsibility is to be responsible to the students. While I may have particular political opinions, it is the opinion of the student union which I must represent. I am bound to the decisions of my constituents, even when they disagree with my own. I accept this fact because I believe that it is crucial that the student union be democratised.

You have a responsibility to ensure that the union bureaucracy and treasury operate properly - by that I mean in the interests of the students. You have a responsibility to understand what issues are relevant to students, and to arrive democratically with their participations at real solutions. You have a responsibility not to deal with sand-box politics, but rather to deal with real student issues - rents, tuitions, education, and so on. It is the Student Council's irrelevancy which makes many students apathetic towards it. Judging from its past behavior, people have a perfect right to be apathetic about it. But this could change through the power which a democratic structure would give the union.

Bruce Gillis:
Basically I think the big job of the president is that he speaks in any matters that could possibly deal with students and acts on behalf of students. He has to know what is best for them, what they want and what they're interested in. What is best for them and what they want do not always exactly coincide. I think he has to be aware of the problems they have; he has to be available to anybody. I think another very important thing he has to consider is that he has to carry the case of students to people who can affect the lives of students in the areas of housing, finance, particularly the government, the administration. He has to be able to speak for them and speak coherently and he is not only able, but very keen on arguing on behalf of students in order to further the interests of students.

Phil Goldring:
He's head of the Student Council. I question whether he is head of the student body or just the spokesman for the student body. The President's greatest responsibility would lie in the realm of working with higher bodies, either the University administration or the Provincial Government, and presenting and interpreting the interests of the student body to these other organizations and institutions and trying to get the best possible shake for the students. As far as the internal working of the Student Council is concerned, the President's major role is to remain in contact with what is going on, and see that the will of the general student body is carried out with regard to internal management, especially as concerns the administration of the budget. It is now somewhere in the vicinity of a quarter of a million dollars, and the President has to make some pretty careful judgments on what the students really want and what they expect. The principal one is the efficient management of this building, I believe, and general management of the Union on sound business-like principles is essential.

Eric Button:
First of all, the President must be the type of person who can give the Council aim or purpose a philosophy. He must have the desire to co-ordinate and have people work together for the service of the students. As for position, he is obviously the head of the Students Council in an informal as well as a formal way. His responsibilities extend to a) the building - to know what is going on in the building and keep it moving smoothly, b) the university - to give the impression that this building is not a monolithic monster, but a place to become involved, to induce a Dalhousie spirit, a pride in their university c) the community outside the university, he is supposed to be able to speak for Dalhousie students. He should develop better relations and a better attitude in the community which would benefit Dalhousie to a great extent. I feel I have the personality and aims to direct Council in this regard.

Q3

AS PRESIDENT DO YOU THINK THAT THE PRESENT STRUCTURE OF COUNCIL PROVIDES ADEQUATE REPRESENTATION, AND IF NOT, HOW WOULD YOU CHANGE IT?

Bruce Gillis:
I think that the representivity, whether or not it's representative is a matter for the representatives themselves. If I were President I would definitely impress this on them at all times, at every Council meeting if possible, that they have to speak for their students. Now he has to know what their feelings are but he also is put there to make decisions, knowing their feelings and knowing what he would like to achieve for them. Now if he is elected, supposedly he has a platform which they have elected him on and obviously they have put their trust in him to some extent. I think basically that the present structure is adequate. One thing that comes to mind particularly, is the Political Affairs Secretariat; as it's set up now, it's not of too much effect. If you're talking about student politics, that's the president's job; if he can't speak on political matters, then he shouldn't be president. I can't see that there are too many ways to improve Council itself. It's a democratic system, it has its faults, but any other system that I can think of has more faults.

Phil Goldring:
There are certain aspects of the faculty representation system at present which are not carried out properly. For example there are 930-odd Arts students with three reps while there are upwards of 700 Graduate students with only one rep. Now as a simple matter of mechanics there has to be another graduate rep. With regard to the executive, I'm pretty happy there. However it's not terribly good procedure to set up four posts with the Secretariats and then carry on the entire year with people only appointed to three of them. In regard specifically to the Offley telegram affair, if there had been a Political Affairs secretary, the whole problem would simply

not have arisen. But I am satisfied with the existing situation as long as people are appointed to all the posts and those appointed are suitable.

Eric Button:
If I am elected, I will put in a Speaker or Chairman - a non-political person concerned with rules of order and the like, functioning along the lines of the Speaker of the House of Commons. This would bring more order to Council meetings which were too informal and therefore poorly run last year. I would have to further investigate any other changes in Council, for instance in the executive. I would like to have a retreat weekend to establish good informal relations between Council members, and to give them a sense of purpose.

Kim Cameron:
Well, four thousand students elect their representatives at the end of the academic year, and thereafter the representatives usually have no clearly defined constituency to which they are responsible. How, for instance, does an Arts representative understand the opinions and reactions of his constituents? He can only venture his guess, or more usually, his own opinion. As a result, the Council begins to operate in relative isolation, and in turn creates apathy amongst students. This results in powerlessness for the Council, because it doesn't have the student support to engage in important work.

I believe that this can only be changed by instituting a more democratic form of Union organization. This could be done through mass student body meetings or referendums on all important council decisions.

My whole platform is based upon doing just that. All important resolutions would be phrased in such a way that they would require approval from the student body. I would envisage seeing a referendum on CUS, the yearbook, the newspaper, etc. These organizations are meaningless if we don't understand how they affect the students.

Q4

WHAT IS YOUR OPINION OF THE REFERENDUM AND ITS USES?

Phil Goldring:
The referendum is no worse a judge of what the Union wants than a motion of Council. I would use a referendum in cases where a question threatened to create a hard line split of the executive, and in case of a similar split on Council. I think where the whole Council is opposed to something a vocal element of the student body wanted, the President would be obliged to submit the whole matter to a referendum.

Eric Button:
Referendums themselves ordinarily don't come up unless there is some very, very important question which makes Council feel inadequately representative and unable, morally or legally, to decide on its own without a referendum. Firing it back to the students themselves is an admission of in-

adequacy and not very good policy wise. I certainly cannot conceive of using the referendum, in the future - not in the next year.

Kim Cameron:
Cameron, as he has said above, is basing his entire campaign on the immense value of the referendum.

Bruce Gillis:
I don't think that referenda should be used indiscriminately, only on major issues. If you have to have a referendum on every issue, then there's no point in having a Student Council which is supposed to represent the students. CUS is a good example of an issue where you need a referendum to find out what the student body wants. There are a lot of other issues, such as civil rights, the war in Vietnam, etc. in which I don't think referenda would be very effective because these and other social issues are strictly personal.

Q5

THE PROBLEMS OF STUDENT HOUSING - ARE EXPECTED TO REACH CRISIS PROPORTIONS BY 1971. WHAT DO YOU FEEL COUNCIL SHOULD BE DOING ABOUT THE SITUATION, IF INDEED THEY SHOULD BE INVOLVED IN IT AT ALL?

Kim Cameron:
If the students support it, we could bring pressure to bear on landlords by collectively delaying rents. We could pressure the city for badly needed rent controls. And, most important, an all out effort, I believe, should be made to begin a real co-op complex; the first phases of such a complex could be in use by the fall. All previous council research on co-operative housing has been hopelessly deficient.

Bruce Gillis:
It's a problem that can't be solved by students alone; we don't have enough voice or power to do anything about it. I don't think that building more residences like the Halls is the answer: The university plans to encourage private enterprise to build apartment buildings and large-scale accommodation of this sort, and to have them guarantee a certain proportion of them to university students. I think we can work on this and get their co-operation in this respect. This isn't something that can be dealt with quickly or easily. Students have a very important interest in this area, but there's very little they can do by themselves. We can arouse public sympathy through the media, but I think that anything that's done is going to be done on a higher level than Student Council.

Phil Goldring:
It has to be one of the obligations of the Union next year that a higher priority be given to housing, and a much higher priority than it now holds with the administration. At U.N.B., student co-operatives are being set-up, and again I look back to the fact that we have a Union budget in the vicinity of \$250,000, and that it would require a relatively small portion of that for the Union to get into the position of owning houses. While I realize that we are not in the same position here as they are in Fredericton, because of higher real estate rates and the fact that the university itself is interested in acquiring a lot of nearby properties, this still cannot be ruled out. Provided that a suitable deal could be struck, I would be most favorable to the Student Union getting into housing on this basis. We have also referred in our campaign to the fact that other universities are going in the business of constructing new housing projects and again you run into the same Halifax problem of high rates and having to tear down before you can build. This is something that has to be investigated, not on the basis of investigating to complain or to prove that you have a case, it's a question now of what's to be done about it.

Eric Button:
There's not much the Student Council can do; the university itself is looking after this as well as anyone can, considering high costs of construction, etc. The administration hopes to create apartment type housing and is actively soliciting available accommodation at present. We can't do anything about high rents except to express sympathy to the community.

Q6

IT IS RUMORED THAT THERE WILL BE A GOVERNMENT CUTBACK IN AID TO UNIVERSITIES. WHAT CONSTRUCTIVE ACTION WOULD YOU TAKE AS PRESIDENT SHOULD THIS HAPPEN?

Eric Button:
I don't think there is too much Council alone could do. In co-operation with the university, we would have to tighten up to avoid raising students' fees. Secondly, we would have to deal directly with the government on a university community level, including faculty, administration, and students from all universities in the Province. We also need public sympathy, so that when the brief was presented to the government, we would have the support of the people of Nova Scotia to deny any claim by the government that the people are not in favor of such large university grants. We should develop the student loan system further, possibly along the lines of the Ontario system; half grant half, student loan. The long term goal would be universal accessibility to university.

Kim Cameron:
Once again, the students council will have to work with the students to decide what action will be taken. One of the main problems which our present council has in dealing with the government is that the government realizes that the student council does not have the backing of the students. I personally would like to see the students of this university engage in concrete action against such a measure. But it must be the students themselves who decide.

Phil Goldring:
I think the first thing to do would be to approach the administration; it's their problem as well as ours if the government cuts back on money. I think we'd probably be much more effective working with them because they have more resources at their disposal. Obviously, we would have to speak to the government. Rather than raise a lot of trouble ourselves, we should do this in consultation with the university since they obviously would know of better channels through which to go. I think we should be represented on any committees or groups of people that do approach the government, and I think that the university would probably agree with this. It's hard to say what specific steps would be taken. If necessary, some student action could be useful, but I'm very worried about antagonizing the community.

Bruce Gillis:
I have basically very little interest in the type of demonstration that seems to be gaining ground on certain campuses, specifically the Sir George Williams affair and the 114 arrests at Simon Fraser last fall. I don't believe that behavior of a legally actionable nature is justified; I equally don't believe in civil disobedience.

A cutback would demonstrate that universities are not high on the priority list of the average tax payer, and therefore the type of demonstration that is apt to annoy the tax payer would be destructive to our purposes. The only thing we can do is to add our protest to that of the administration - add our pressure to the government.

Q7

DO YOU THINK THAT DISCUSSION AND ACTION ON ISSUES OUTSIDE THE CONFINES OF THE UNIVERSITY COMMUNITY IS WITHIN THE JURISDICTION OF COUNCIL?

Phil Goldring:
I would say yes but not only for Student Council but for the student body as a whole. It doesn't do one damn bit of good for Council to pass a resolution condemning or approving anything unless there is some attempt made to see that the student body as a whole has some kind of interest in it. I think to condemn a strike 60 miles away regardless of which party you condemn is a classical example of marshmallow pushing. On the other hand to use this as a starting off point for some kind of public discussion on unionism, or labour problems as a whole is both valuable, instructive, and in the long run I think may be in some ways productive of the type of goals you're trying to achieve.

Eric Button:
If it can benefit Dalhousie students directly or indirectly, then it should be Council's responsibility.

Kim Cameron:
From time to time issues arise which are community issues, but which also affect students. If the provincial government holds back on university money and tuition fees go up, students automatically become involved in provincial politics. In these cases, then, where students feel that their

interests are being served by participating in political issues, they should participate. Student meetings would determine for once and for all what political issues students feel affect them.

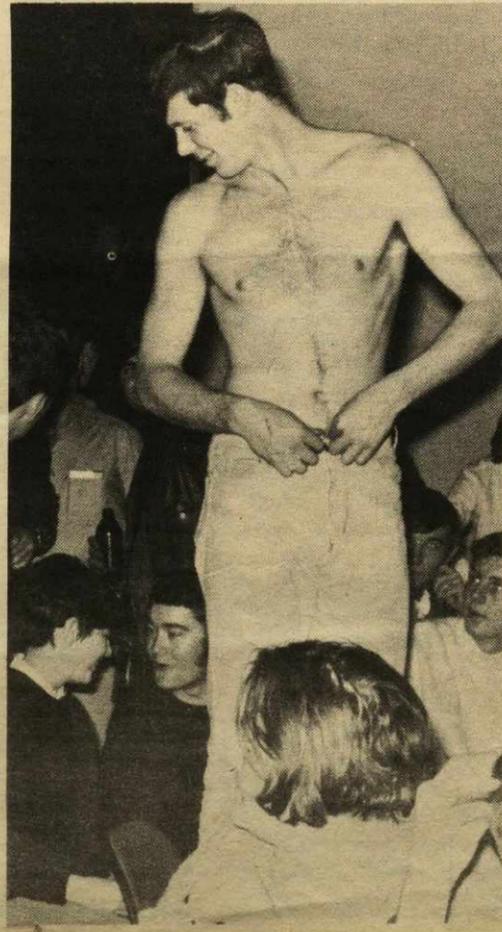
Personally, I don't think that the university exists in a vacuum - we are all affected by society, and should exert pressure to protect ourselves.

However, I cannot stress too much that when the union participates in political issues, it obviously must have student support, and therefore these decisions must be made by the students themselves. We must remember that the student union is the students, not a bureaucracy.

Bruce Gillis:
I definitely think that it's within their jurisdiction, and very beneficial, to discuss matters like this. Not only should they be taken to Council, but also to the student body in Student Forums and things like that. This is how you create awareness. On the other hand, I do not think that motions on these matters should be presented in Council, because, in effect, that's taking a moral stand on a personal issue. If the Council takes a stand, after a close vote, then the community in general thinks that the Student Council is speaking on behalf of some 4,000 students at Dalhousie, and I don't think they have the right to do this.



Weekend 2069!



Nick Pittas

MY SON, THE LEFTIST

By NICK PITTAS

Many words, in the past, present, and future address need and goodness of responsibility and order. Most people normally heed the call to responsible action and order at all levels of human organization. The socialization process of family, education, church, job and media, as well as the normal psychic need for security are strong forces working in favour of social and individual inertia in the political arena, whether that arena is the university or the state. Ultimately there are forces of repression - the police and the courts - to deal with those who go too far in their dissent from the existing orders.

Yet disorder (or "irresponsibility") is not something to be dismissed out of hand as a nihilistic or "bad" state of affairs. Creativity, indeed, and forward movement, is a direct result of a conflict between orders. Thus disorder is only "irresponsible" to those who have a vested interest in maintaining the status quo that is being challenged. The criteria for being a great artist are not only technical perfection and aesthetic appeal but also the ability to confront existing realities with new realities. The artist must not only reflect existing orders and attitudes, but also project new orders or disorders and visions of the future. These criteria are as true for intellectuals and/or activists as they are for the artist.

Any tyranny is in direct conflict with the forces of freedom, and as far as it is tyrannical, is concerned, it is "irresponsible." If the negation of a system's values strikes at its content and not merely at its forms, the consequence is revolution. The result is either a victory for the forces of revolution or counter-revolution.

Imagine this hypothetical situation. The administration, students, and faculty at Dunceland University-on-Sea get on perfectly. The administration (and of course the Board of Governors) happily continue to play the nature and directions of the university. They regularly have unprincipled power struggles with other elites such as the local Conservative Government. They attend functions of the President and no element of disorder enters into their normal, happy, and anti-people lives. Bureaucracy thrives unquestioned, while their pocketbooks are fat on untaxed speculations (on stocks, land, and maybe a few people) - all very much a part of "our way of life." They like students, in fact the Student Council President and a few student "leaders" can count on at least a few visits to the President's home to discuss the problems of "our best of all systems" university. The fiery, progressive Dean of Arts (who is still a very "pragmatic" man) invites these same student "leaders" over to his house for drinks and an informal discussion of more great liberal changes in our "community of scholars." He wants a new "experimental" college, indeed, anything "progressive", so that a new generation of more "aware" students can tackle the problem of "growing fascism" in the society. However the happy multitude can still continue their way through the "good old system" His slogan to the faculty committee on curriculum, while they discuss their tactics of selling their plan to the faculty is "I change order without disorders."

Black Power

By DELLA RISLEY

"We are not the Negro you knew before. We are no longer running "Clyde Bishop, executive member N.S.A.A.C.P. made these and other strong statements at a Black Power discussion Thursday. Discrimination has forced blacks to flee to more favorable areas. Before "we were expecting brains, people who could add to the economy of Nova Scotia if people would accept them." This caused an image loss, there were few negroes in positions of importance for the young to look up to. Now the black man is staying, the young negro leaving school is going on a competitive basis with the young white. "I am going to meet you on your level and the only reason you can refuse me is because I am black."

This is the point where white power can assist the struggle. "We have few black businesses in Nova Scotia." The white business man must hire the black man on merit. This is his part in the struggle against racism.

The faculty is also very happy. They have academic freedom, lots of grants, nice compliant students who respect their every word and fart. Some play bridge, others publish a lot, some even blow pot once in a while. No one really hassles them in their unstinting theoretical voyage of truth. They are the New-manites, the followers of Freud, the sons of the American Political Science Association, the proletariat within the corporations (as consultants only). They too are an order unto themselves - albeit one that is manipulated by more omniscient, superior orders. Still, they are well respected at the Cocktail Party.

Then there are the students. They are healthy and good humored (some of them anyway). The girls wear mini-skirts (standard 2" below the ear-lobe).

They go to class and listen to learn. They write papers and do assignments, their academic world is grade-oriented (order manifests itself through petty competition or one-upmanship). They have a "palatial" Student Union Building with many rules and regulations (but that isn't castration of human activity; it's only to maintain order). "After all we must draw the line between liberty and licence somewhere." They have fun weekends like Winter Carnival to let off some steam, and be better able to acquiesce to the demands of Capital, faculty, and parents - the collective of which is irreverently known to some heretic students as "Mr. Charlie." Indeed the good students are in earnest pursuit of transcending their humble, oppressed origins in order to reach the state of being that is Mr. Charlie. "So that's why we need degrees - hrm. I wonder will I be able to make it" along with Pierre Berton, Max Saltzman, and Randy Smith. The student is so well-educated that he isn't foolhardy enough to dream (wet dream?) of being a Henry Ford or even a petty Pierre. He knows the limits of social mobility and God knows, he doesn't want to be a freak. Yes, the students too are happy. Everyone gets along perfectly (well, almost everyone).

The flame is astride,
Cleansing, caring,
Where to go -- but,
Trouble, trouble.

From deep in the bowels of the well-greased liberal machine comes a dissenter (poet or revolutionary). He does not like this "best of all systems." He wants to fight fascism - not be financed by it. The product of materialism is furious when the spirit is crushed. Not only must he dream, he must act. Everywhere there is asphyxiating order and sycophantic things pretending to be people. Yearning for fresh air, he struggles to break loose - to be liberated and liberate (because he is pro, not anti-human). He is criticized by his fellow students for disturbing their neat, comfortable, and predictable lives. This then is the element of disorder, the human force that is in constant turmoil because he is in conflict with any and every stagnating order. Life for him is a phantasmic in which he is but a blurred vision. He seeks harmony knowing he will never achieve it, but in a heroic vein sees the struggle as the end. He is cataclysmic, he is a flame. The situation that he is in will decide whether the spark will light a raging fire or merely be dampened. He is above all, initially disliked. He is tolerated, cajoled, threaten-

ed, or actively repressed by the existing orders, depending on his potency and/or the objective conditions for thriving disorder. If he is true to himself, his potency lies in his unpredictability and refusal to be co-opted. He is Buddha, Jesus Christ, and Lenin.

Inevitably, one way or another, the dissenting student will break away from Dunceland U. spiritually and/or physically. He will seek to find an alternative to the machine he has disowned. A few peers will follow his example. The majority will remain skeptical and carry on their barren existence. In the course of their collective and individual struggles, the dissenters may produce a vision of an alternative world more free and beautiful than the present one, an order of greater social equality and justice. A more passionate and human order than the sheep's pen that is the existing order. Baah! Their vision, their creative world of disorder may capture the imagination of the people (students included). They may become the bearers of revolution. "Look at the sheep bite the hand of the shepherd who feeds them. Long live free sheep!"

If and when the revolution succeeds (critical universities, a non-exploitive economy, a participatory democracy that encourages co-operation over competition - communal rather than private human relations, free and creative pursuit of Art and Science, material plenty - in short; beautiful, human, visionary dreams) the dissenter (poet, revolutionary) will wither and die or at best be sent out to finish his years on some mountain top. After all, he was a troublemaker, a troubled spirit. Christ becomes Christianity, Lenin becomes Leninism. Repressive dogma and order begin to flourish. Then will arise the need for new disorder - the revolution we cannot accurately foresee, though history will predict.

In the meantime, Dunceland University remains and is perhaps more than a hypothesis while "our" society, "our" orders still remain, bearing in their phall the seed of glorious disorder.

All of which brings me to my friend the Worm . . .
Hideous is the worm, crawling
Aimlessly on wet concrete by
The cold avenue. Watching
A rhythm of feet descend
From a great height. Death
Is a quick relief, like a
Roaring flood cleanses the
Clean; but it is shallow.
Still the worms survive.
Come let us feast on
My eye, I see it on
Our knife as it writhes.
Come, come closer, clutch
The cacophony carefully.
See the semen sink into
Pink, plastic whirlpools of
Matter. And the worms
Reproduce and feast
Upon the eye - while
The concrete melts beneath
Your being: the colours
Blend blindingly as you
Glimpse the truth. The pieces
Are no longer shattered. Now
I see nothing. Absolutely
Nothing.

CUS Wins One, Loses Two

OTTAWA (CUP) — The Canadian Union of Students came out on the losing end of a slate of three referendums Thursday (Feb. 6) -- it lost two and won one.

Queen's University voted to withdraw, The University of Saskatchewan at Saskatoon decided to stay out and Glendon College opted to stay in the national union.

The Thursday results drop the union's membership to 22 schools. Since the first of the year, one school (Mount St. Vincent) has joined, two (King's College and Glendon) voted to stay in, four (St. Mary's

Winnipeg, Waterloo, Queen's) have pulled out and four (Southern Alberta Institute of Technology, Victoria, Alberta, Saskatoon) stayed out.

The Glendon vote, representing 60 percent of the 950 - student enrollment, went 407 in favor of CUS, 85 opposed.

At Saskatoon, 5,663 of 9,650 students voted and the tally against CUS ran 3,293 - 2,370.

A poor turnout at Queen's saw a vote of 1,292 - 639 go against CUS. There are 6,580 students registered at Queen's.

Murphy Remanded . . . Again

FREDERICTON (CUP) — The contempt case of Tom Murphy, associate editor of The Brunswickian at the University of New Brunswick, was adjourned Wednesday (Feb. 5) to Feb. 25.

The adjournment, granted by Mr. Justice G.F.G. Bridges, came after a hearing in which the prosecution limited itself to rebutting procedural points made by Murphy's counsel the day before.

Murphy, defended by Alan Borovoy, director of the Canadian Civil Liberties Association, got his remand after Bridges told the court that there was sufficient evidence "if not met" to convict the columnist on contempt of court charges.

Borovoy asked for and received the three-week adjournment after conferring with Murphy, prosecuting attorney J.F. Teed and the Supreme Court tribunal.

Murphy and Brunswickian editor John Oliver were charged with contempt of court in December after a column by Murphy concerning courtroom procedure in the Strax case at UNB. Oliver pleaded guilty and was fined \$50.

Borovoy opened the defence Tuesday by maintaining that Murphy's column did not constitute contempt on grounds that the public did not understand it as such.

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CUS and the "Death Blow"

Decisions within the last week by students of five respected institutes of higher learning spells the end of the Canadian Union of Students — in its present form at least.

Student bodies made this known in votes at the Universities of Alberta, Manitoba, Calgary and Victoria — as well as the Southern Alberta Institute of Technology.

It's a sad situation in many ways. But the C.U.S. brought on its own demise by becoming such a political organization that it forgot its aims and objectives, and the people it was supposed to represent.

C.U.S. membership today is less than 30 per cent of eligible institutions.

Last week's decision by the five student groups

was not brought about by ultra-conservatism. The death blow to C.U.S. was struck at their last annual meeting when resolutions were approved condemning U.S. imperialism and capitalism, and posters of Mao Tse-tung were hanged in the convention hall.

Canadian students are indicating their disenchantment with the Canadian Union of Students. This places an onus on the student unions involved to find a suitable replacement for C.U.S. This should not be hard.

What better place to start then in Edmonton, Winnipeg, Calgary and Victoria. Why not reduce the terms of the student union presidents in these centres by one month? Let these presidents use that month to form a new body to do the job that the C.U.S. won't do — or can't do.

The preceding was a radio editorial on the Canadian Union of Students broadcast over CFRN in Toronto, on the third of February, 1969, shortly after several CUS referenda had been held across Canada.

Jazz Concert

"We have to take a stand and say something - a big band gas validity — and can play jazz." And so leading Halifax musician, Don Warner, with his big band will present a modern jazz concert in the McInnes Room of the S.U.B., Sunday, February 16th at 8:00 p.m.

The band will be playing all specially arranged music of contemporary jazz by Miles Davis, Dizzy Gillespie, Dave Brubeck, The Modern Jazz Quartet, Thelonious Monk, Duke Ellington, and many others.

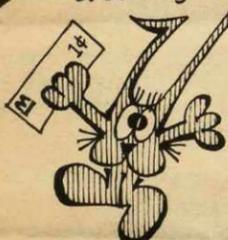
Warner's current brand of jazz is not a nostalgic one. It is the contemporary, modern big band concept - powerful and strong, expressing the vitality intrinsic in this musical form. He and his band have found there thing - and this is it.

Warner, talking about his upcoming performance here, said: "We think a band like ours should and must do this kind of thing in the community. It is making a real statement about an art form which is contemporary, dynamic and growing, and far too little understood in most areas. It should reach the young gals and guys because it is so vital, and because it is related to their own thing anyway... we'll show that. Jazz touches the fountainhead of one's personality; it makes one respond."

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LAPINETTE

a harey tail by don kerr ©1967



our lapinary compatriot reacts unpredictably to progress, we've found.

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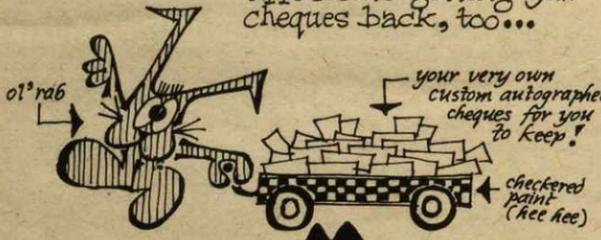
so -

for every letter that lapinette sends out, she receives two back.

it seems to be a very down-key way to attract attention.

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Dal Registers MI HA Upset

By ED LAPIERRE

The Dalhousie hockey team made their Winter Carnival 2069 a success when they convincingly defeated the powerful second place St. Mary's University Huskies 8 to 5 last Saturday.

Dave Andrews emerged the man of the hour in keeping Dal ahead in the first period and stopping the Huskies in the mid-third after they had rallied to tie the score 5-5. Andrews played brilliantly throughout the game, pulling off nightmare saves when he robbed Rod Bossy on four different doorstep shots in the first period. Nick Murray, Dal's outstanding defenceman killed the Huskies hopes with a hat-trick, denting the twines once in each period. Murray, a two way tower of strength for the Tigers scored his first at 16:04 of the first frame to give Dal a 2-0 lead. His second goal came off a power play late in the second period. A picture goal, Murray took the puck from out of the corner, needled his way through the Huskie defence and drilled a labelled shot and caught the left hand corner. His final marker was tallied with just thirty-nine seconds remaining to play.

Play in the first two periods was at times sporadic with Dal being outshot 21-20, but the final

twenty minutes was by far the most exciting hockey played in the Dalhousie rink this year. Jim Harlow opened the scoring at the six minute mark to put the Tigers on top by a five to two margin. The Huskies roared back with three quick goals to deadlock the game.

In a hardhitting and nervous ten minutes, Dal fans were kept clawing their seats whenit happened. MacPherson shot home the winning goal on Shayer's rebound. But the game was far from over as the Huskies, a little bewildered at what was really happening, put on the pressure. Quackenbush put the game out of reach at the 15:51 mark in a burst of skating power, picking up a pass at centre ice and leaving the Huskie defence in their jock straps, shot home the insurance marker to give the game to the Tigers.

A fast skating period, which gave the Dal fans a panoramic view of their team's ability in the MIHA. Rounding out the scoring for Dal were Clark and Shayer, while Huskie marksmen included Bossy, Boswick, Fraughton, Grantham, and O'Byrne.

Shots on goal by Dal 34, SMU 34.
All in all Weekend 2069 was when it happened! !



Waterloo Out Of CUS

WATERLOO (CUP) - The Canadian Union of Students Monday (Feb. 3) lost the University of Waterloo, home campus of CUS president Peter Warrian, by 17 votes in a referendum settled after five ballot recounts.

Only 28.6 per cent of 8,772 eligible voters turned out to reject the union by 1,173 to 1,156 and leave it at 23 members with several referendums coming up soon.

The campus election for student council president, held on the same ballot, returned moderate John Bergsma over Larry Burko in a dull campaign during which Bergsma refused to take a stand on CUS.

Voting was held Wednesday (Jan. 29) but ballots weren't counted until Monday because of computer problems.

Engineers voted almost 3 to 2 for withdrawing

from the union - they accounted for 28 per cent of the voting turnout - while math and arts opted for remaining in CUS and other faculties split closely.

Waterloo had been considered a CUS stronghold and the campaigning was low-key. Bergsma commented that "the results are inconclusive - it shows students feel there is a need for a national student union, but there are organizational or other weaknesses in CUS."

The referendum was called by former council president Brian Iler in October, a month before Bergsma beat Iler in a special election.

Although some campus radicals were disappointed, former council vice-president Tom Patterson commented:

"My concern is the creation of a revolutionary movement, something consensus organization like CUS cannot be. I see no real loss in the defeat of CUS at Waterloo.

J.V. Victory

By ED LAPIERRE

Dalhousie Junior Varsity Tigers roared back in the third period to overcome a 2-0 deficit when they scored three quick goals in Truro February fifth to defeat the Nova Scotia Agricultural College Aggies. Goals by Lafort, MacConnell and Henphill spelled the difference for the Tigers, with Steve Henphill's marker at 12:02 of the final frame the goal that won it.

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COMING EVENTS

- Feb. 13 - 7:30 P.M. - McInnes S.U.B. - Dal Film Society - "The Trial" with Orson Welles.
- 8:00 P.M. - 328, S.U.B. Meeting - Committee for Political Action - Will Offley.
- Fri. - Feb. 14 - 9 A.M. to 11:30 P.M. Rm. 328, S.U.B. - Dal Radio Conference - Invitational Collegiate Radio Symposium.
- 4:00 P.M. - Lect. Th. "B".
- Tupper Building - Teach-In on China - with Ray Wylie and Neale Hunter.
- 9:00 P.M. McInnes Rm. - Valentine Freakout Dance with the Prism.
- Sat. - Feb. 15 - 9:00 P.M. - Cafeteria, Student Nurses' Sweetheart Ball.

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Please note that final date for application to the School of Graduate Studies is March 15th, 1969.

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