

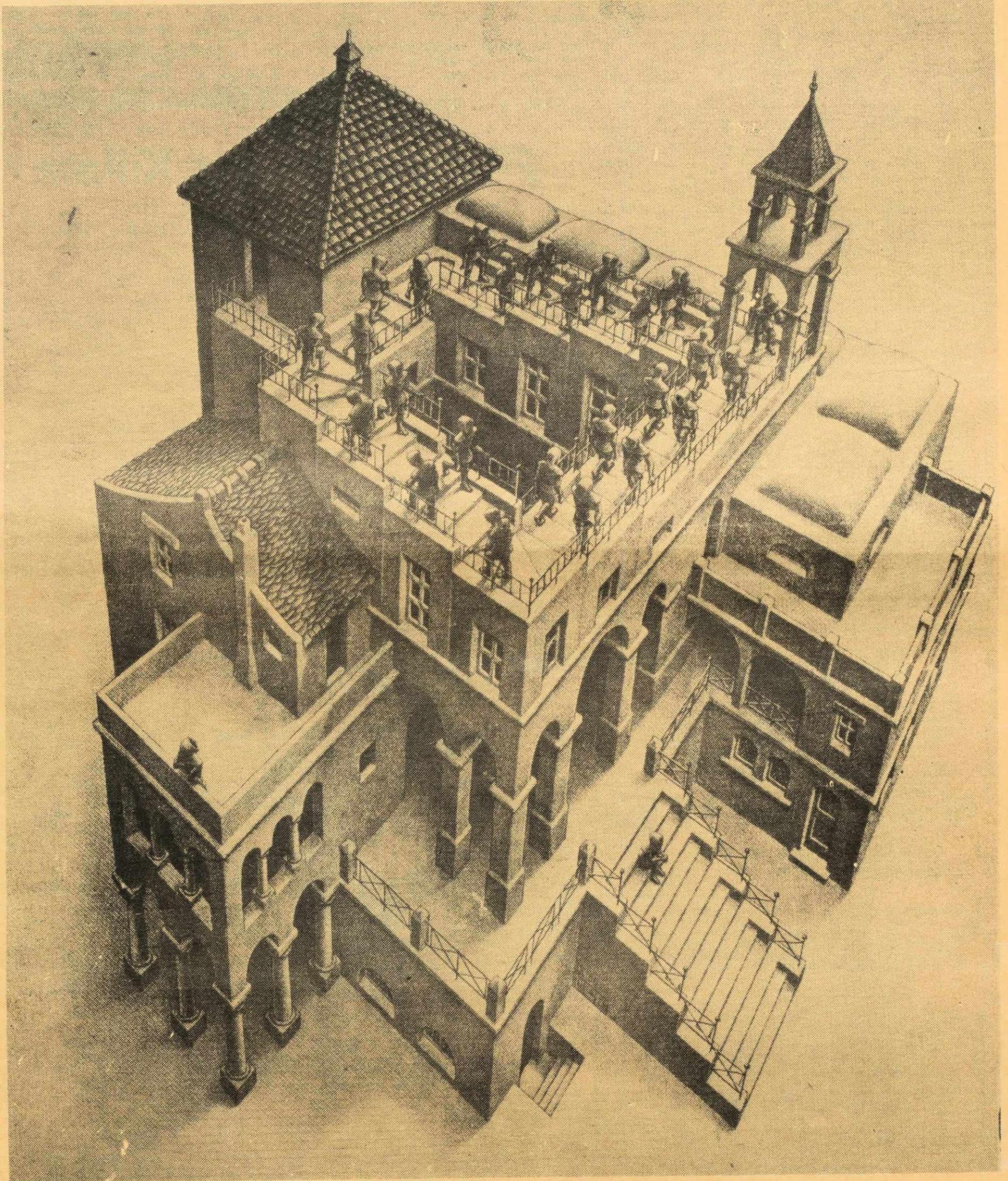
Dalhousie Gazette

POWER

VOL. 105

SEPTEMBER 8, 1972

NUMBER 1



“UP THE DOWN STAIRCASE
AT DAL”
M. C. Escher Gift of Artist

Help for children's education

Outreach Tutoring is expanding

"Perhaps this is a world where we cannot prevent the torturing of little children, but what we can do is help ease some of their suffering, some of their torment. And if you and I wouldn't do it, who will?"
— Albert Camus

In the north end of Halifax, a unique educational project run by university students is in the final planning stage for this fall's operation.

The project is Outreach Tutoring, initiated two years ago by the Dalhousie Student Union and Veith House, a north end community centre. It grew out of the need for an individual tutoring service for the children living in and around Mulgrave Park.

The basic idea behind the program is to have university students volunteer a night of their week to tutor children living in this area who are having trouble in their school

work. The tutoring is done at the child's home on a one-to-one basis at a time arranged by the tutor, the child and the parents.

In the first two years of operation, Outreach Tutoring has been run on a small scale, relying mainly on word of mouth to interest both university students and parents.

This fall the project is expanding, both in attempts to reach more children and to interest students to volunteer time to tutor. The co-ordinators of Outreach have contacted eight schools in the Mulgrave Park and Gottingen Street area and another school in Kline Heights area of Spryfield to find children who need individual help. To meet the demands of the tutors, both Mount St. Vincent and St. Mary's Universities along with Dal, have indicated that they are willing to sponsor tutoring projects operating out of their

universities.

In order to better equip the prospective tutor in dealing with the child's learning problems, the program is holding a brief training workshop in mid-October to acquaint the university student with the elements of tutoring and with the education and social problems encountered by the child.

Out of this workshop will

emerge, hopefully, smaller groups of about 10-15 tutors who will meet every three to five weeks to discuss their approaches, their problems and their successes. In other words, a discussion group to help one another in working with their child.

OutReach Tutoring is organized and operated by university students, depending

solely on their support for survival and success. Notices about the program and the first campus meeting will be posted in the last week of September.

For those who wish additional information or who wish to help in organizational work, the office for Outreach Tutoring is located in the Transition Year Program House at 6034 University Avenue.

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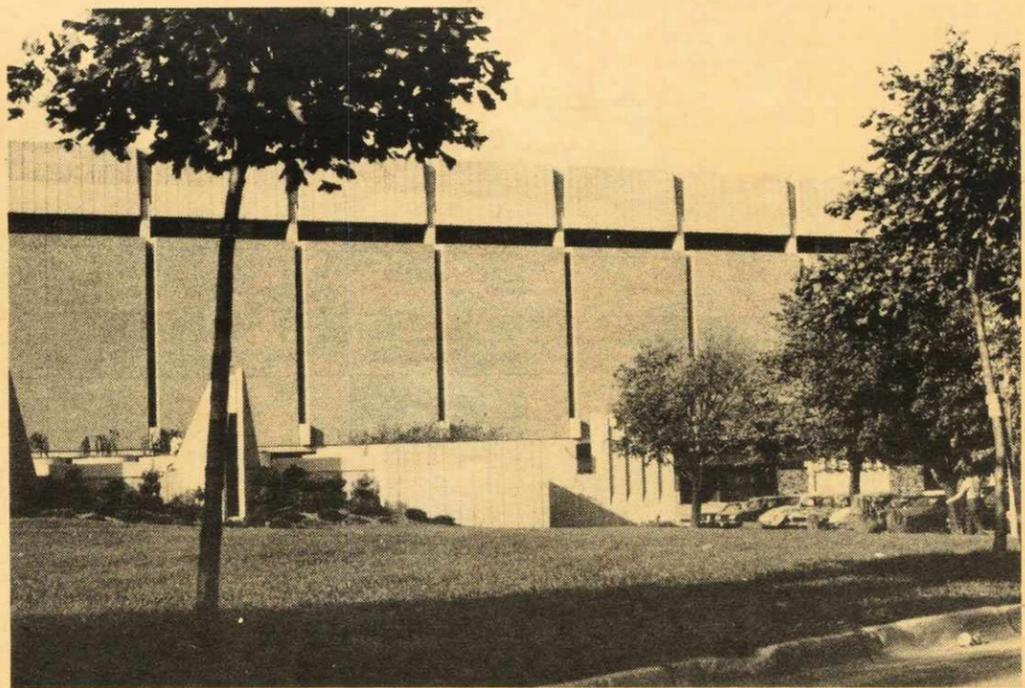
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Or is it worth more than \$16,000 in salaries . . .

A year with Student Council

by Glenn Wanamaker

It's been a rather slow summer in Student Council affairs, but while people were burying their heads in books last April, Council was putting together what was probably its best performance of the season.

The evening began tamely, but before it was over in the wee small hours of the morning, many members of the Student Union had received pay increases and summer jobs, and two important issues were compromised into uselessness.

The first discussion of the Honoria Report on salaries and Honoria for Student Union executives and organization heads was tossed around for quite awhile, before it was decided to let a committee study it. Then it was suggested that any Council member stay after the regular meeting to informally discuss it. These decisions were all carried in motion form.

The regular Council, about three hours later, delegated its powers to the Summer Council, which then decided to deal with the Honoria Report right away. Two reps, Mike Evans (Science) and Ken MacDougall (Arts), protested the meeting on the grounds that it was unconstitutional and therefore invalid. They refused to vote on any of the motions. Nevertheless, the players played on and this is what happened:

The President is to receive an honorarium of full tuition (\$745-Law), \$150 a week from May 15 — August 31 (\$2400), \$200 a month from March 1 — May 15 and from Sept. 1 — March 1 (or \$3000), the use of an expense account amounting to \$160 (to be returned if not used). Total monies excluding expense account: \$6,145. No increase in salaries but another \$110 has been added to his expense account.

Vice-President: Receives an honorarium of 3/4 tuition (\$540), \$100 a month from March 1 — May 15 and from September 1 — March 1 (\$850), and if in town during the summer (Joan MacKeigan was), \$60 per month (\$210). Total: \$1600. This is an increase of \$440 a year.

Treasurer: Receives an honorarium of 3/4 tuition (\$540), \$100 a month from March 1 — May 15 and from September 1 — February 27 (\$850), \$240 for the summer. Total: \$1,630. This is an increase of \$470 a year.

Student Council Chairman receives a \$100 honorarium — no change.

Student Council Recording Secretary will receive \$6 per Council meeting and \$4 per

Council Executive meeting. This will most likely be an increase over the previous flat \$100 honorarium.

The three Secretariats, Internal Affairs, Communications and SUB Affairs all receive equal salaries and honoraria: Honorarium of 1/2 tuition (\$360 each), \$60 a month from date of assuming office to May 15 and from September 1 — March 1 (\$450 each). SUB Affairs and Internal Affairs have been receiving \$60 a month this summer contrary to what was passed at the meeting. It was originally supposed to be \$40 a month. Total for each during the summer: \$450. The Assistant SUB Affairs Secretary also receives \$50 per month during his term or about \$450. This past summer the SUB Affairs Secretary has received an extra \$40 a month to put out the student handbook or \$140. Thus the total for the Secretariats excluding the handbook salary: \$3,780. This is an increase of \$2000.

The GAZETTE: The editor receives an honorarium of full tuition (\$720). This year there are two editors so it is divided. They each receive \$15 per issue (24 issues x \$30 is \$720) and there is \$30 per issue staff salaries (\$720). This past summer two people worked for ten weeks for a total of \$800. Total: \$2,900. These monies, excluding summer work, have not yet been reviewed by Council.

Photography: The Director receives an honorarium of \$400 and each department who "so deserves to the satisfaction" of the Communications Secretary, Vice-President and Treasurer will receive a salary of \$50. These salaries have not yet been reviewed by Council.

Pharos: The editor receives an honorarium of \$300 and a salary of \$300 when the book is delivered and deadlines are met. Total: \$600.

Grand total in straight salaries and honoraria (not including SUB staff or Dal Radio): \$17,155.00.

As you can see, the total is enormous, but one would certainly not be impressed with this fact by watching Student Council members ram the proposals through as if they were playing Monopoly. That's our money they're playing with, and even though, admission to their game is free, the production costs are high.

The failure of Council to do anything effective other than pass the budgets, was exemplified that same evening with its handling of two motions. One



bob jeffries/dal photo

student council limbers up for the coming year?

of them was a motion to "strongly oppose any raise in tuition and...support a boycott of classes if the tuition is raised".

Tuition has not been raised but there was still a slim possibility. Before this came to a vote, an amendment was made in the motion to the effect that residence fees be included in the protest. This was defeated.

The original motion was carried, with four opposed including President Brian Smith. His opposition was significant in several respects. First, in his campaign for reelection last February, he stated to student body meeting that he would personally "lead" a boycott of classes if tuition was raised.

Second, the motion was fairly sure to carry and thus, with his vote of opposition, he could not be fingered by the administration for initiating the action. He was merely carrying out the wishes of the elected Council. In a way, perhaps it's too bad that tuition fees were not increased.

The other issue brought forward was that concerning the Sociology Course Union dispute with Professor Nick Poushinsky. It seemed clear that in the half hour debate before a motion was voted upon,

the Council members were, for the most part, almost totally unfamiliar with the circumstances surrounding the dispute.

Their ignorance was reflected in the motion: to send a letter to Vice President Andy MacKay, requesting that he "investigate the charges laid against Professor Poushinsky by the students of Sociology...Also that a second letter be sent to President Hicks, requesting that he lend his assistance..."

There had already been a

report, essentially made by MacKay's next door neighbour, Dean of Arts and Science, Guy MacLean. This report ignored many of the issues and was not accepted by the Course Union. It was very poor action on a basically important issue.

And this is the same Council that will effectively be doing nothing until next February, unless the token effort put forward by 25% of the students is radically redirected, by all students, towards drastic change.

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PRISON: From the inside

This week, the GAZETTE is publishing the first installment in a series of articles on prisons and prison reform. The author is Tracy C. Goodrich, an inmate of the Maritime Federal Penitentiary in Dorchester, New Brunswick.

I am currently an inmate of Dorchester Penitentiary, but I hope to be released on parole in October of this year. I also hope not to be deported back to the United States; I have been in Canada since June, 1969, in protest to the Vietnam War.

To return to the United States at this time would mean a probable prison sentence for me. I have been in Dorchester since June, 1971. This is my first (and last) time in prison.

Since being here, I have become involved in prison reform. I am a member of the Halifax Civil Liberties Association. I've learned, as a result of my imprisonment, that there is a drastic need for change in our penal system: designs, programs and personnel. Effective change can only occur if we speak out openly. This is the aim of this series.

I've done some research on prisons and penal systems in the U.S., Sweden, France, England, Italy and Canada. We do need changes. Some areas of this research will be discussed in forthcoming issues.

If some of the articles seem vague, and some answers to questions indirect, please remember that I am an inmate. As such, my mail is subject to censorship, specifically out-going mail.

If you have any questions at all, write to me care of the GAZETTE. The questions will be answered with each installment. Your name will be kept confidential if you like. Please feel free to ask any questions you like, with the exception of ones about specific inmates or ex-mates. I will not be allowed to receive your mail if you mention names. We will try to answer all your questions as quickly as possible.

Address all inquiries to: Tracy Goodrich, in care of Dalhousie Gazette, Room 334, SUB.

by Tracy C. Goodrich

"We have succeeded in finding ways of keeping a man in jail, now it is time we find a way of keeping a man out of jail."

We live in an affluent society — in an age when man is exploring the moon in much the same ways as the pioneers and settlers explored this country. But yet, with all our knowledge and advances in science and technology, we have a prison system that is almost the same as that of yesteryear.

We can no longer take an offender and place him in confinement to "pay" for his crimes. By doing this we only succeed in assuring that he will return to his life of crime.

Society does not classify a prison



and its inmates as part of its community, but as something detached from society. We speak of prison reform and rehabilitation. How can we place a man into a society conducive of crime and expect him to rehabilitate.

Far too often there are inadequate facilities for the person to better himself. He has to choose other offenders for his friends (while he is an inmate and when he is released, the prisoner is not supposed to associate with criminals). What can we expect as an end result? Adding fuel to the fire won't put it out!

I believe, first of all, that one of the first steps we should take to the eventual elimination of prisons as we know them today is to limit the prison population to no more than 100-150 inmates (depending on area size of the prison). To employ a fully qualified staff of counsellors, medical persons, and a competent psychiatric unit. And to have these people working together; to have everything on a personal level as much as possible.

Eliminate walls, cells, and bars. Offenders are homo sapiens, not four-legged animals. Have each inmate eligible for at least one eight-hour pass each month. Encourage him to try to participate in "free society" as soon as possible.

If each of us were solitary and self-sufficient, each would rule himself and would have no need to control the actions of others or to be controlled by others for the sake of others. However, we are neither solitary nor self-sufficient.

Man is a social creature. To flourish, or even to survive in isolation from his fellows, he would have to be an utterly different creature than what he is.

All history testifies to his need for society. We cannot alter this verdict nor would we want to do so.

A child could not survive without the family; a man could not flourish

without the co-operation of others. The burden of securing food, clothing and shelter would be too great in isolation.

If each of us had to produce, unaided with our hands, all our material needs, we would have barren and precarious existence. In co-operation with others, we produce wealth and not merely subsistence.

When we put a person in prison, we are, in fact, making him a solitary person. Solitary in the respect that he is no longer a member of free constructive society. He is put into an unreal society — unreal in the sense that it is a closed and confined society.

The prisoner is given clothing, food and personal hygienic needs. He can see a movie three times a week — free! But when a prisoner is released, he can no longer receive free clothes, food or shelter. He must pay for these and his recreational activities. The sad part is, he is not prepared for this drastic change while behind the walls.

How can you help?

The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

The Dalhousie GAZETTE, a member of Canadian University Press, is the weekly publication of the Dalhousie Student Union. The views expressed in the paper are not necessarily those of the Student Union or the university administration.

Co-editors: Bruce M. Lantz 424-2507
Glenn Wanamaker

General Calls: 424-2350
Room 334 — Student Union Bldg.

GAZETTE workshops

Friday:
7:00 p.m. — Technical aspects
8:30 — SOCIAL

Saturday:
1:30 — Philosophy of Journalism and the Gazette operation

Sunday:
All day — the production process

September 15-17

Campus Police gets disguise

by Glenn Wanamaker

A newly constituted internal security force for Dalhousie is being set up with the primary function being "service to the university". The 30-page report of a Senate Ad Hoc Committee, was adopted almost in toto by the University Senate, providing new guidelines for the former Campus Police in the areas of responsibility and administration.

The new force, Student Campus Security, will concern itself with the protection of persons and property of the university, as well as assisting with crowd control at campus events. However, it "should not attempt to actively enforce the detailed provisions of the external law or those of the discipline code or University regulations unless the violator is caught in the act and University interests are adversely affected."

The report also stresses that under no circumstances should members of the force engage in undercover activities. This, however, does not preclude the presence of external police officers on campus.

The actual need for an internal security force was justified by the committee with the observation that the university has grown into a community within a community with a student population of about 7,200 persons. As well, the addition of several new buildings, "housing expensive equipment" has brought about the "need to protect university property and equipment and the desirability of preventing interpersonal or inter-group conflicts".

It was felt that external police forces on campus would not be favourably accepted by students and faculty, and that there would be minor breaches of law that the university would not wish to act upon. Thus the committee concluded that student security would relate better to students than would a professional external force.

At present, Campus Police work in the Student Union Building, the Life Sciences, the Arts Centre, the Gym and Fenwick Towers, with professional security guards in other university buildings. This set-up will continue until adequate training and proper administrative organization is achieved. In the future, it is possible that students will take over all security duties at Dalhousie.

The functions of the new security force, as outlined by the report, will generally be to protect persons and property. The Criminal Code gives the security force, power to arrest any person committing an unlawful act. However, the committee felt that the

university would not always want an arrest to be made.

"The question whether to turn the culprit over to the external police authorities or to report the matter to them is often a difficult one to answer. Each situation will have to be judged separately with only the general principle as a guide that serious breaches of the discipline code and the external law should be dealt with by the external authorities."

The options open to the campus police are such that with serious offences, external police may be called in or the internal police may intervene physically. However, the action will be determined by the type of offence.

"In situations where it is necessary to intervene physically, they will be governed by the general law which confers upon them the legal authority of agents of the landowner; this authority is only slightly greater than that of an ordinary citizen."

Two types of situations in particular, could arise and provide difficulties. In the case of prohibited political activity, presumably to be defined by the soon-to-be-completed discipline code, the external police will be called in, as student security would be placed "in a highly undesirable situation involving loyalties".

The other case is the use of drugs. The use of marijuana is not specifically prohibited by any regulation of the university, though it is by the external law. The practice in the Student Union building, has been to turn the person suspected of illegal use of drugs or alcohol, over to the night manager. It has been up to him whether or not the person should be turned over to the external law. Specific policy is expected to be contained in the new discipline code.

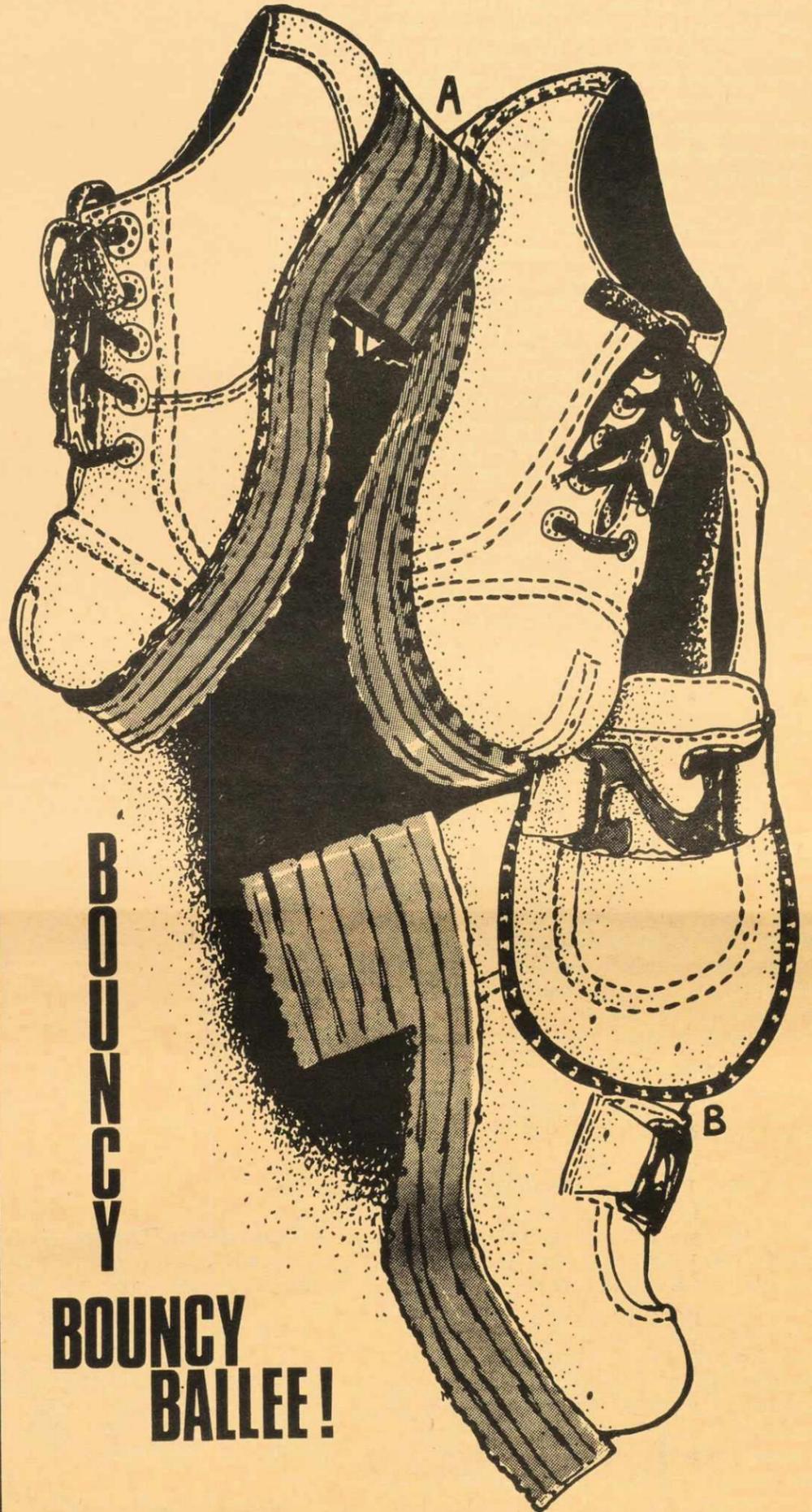
ADMINISTRATIVE CHANGES

The major administrative change is the creation of a Board of Management, to comprise three members representing students, faculty and administration with the Dean of Student Services as Chairman. A full-time Director, replacing the position of Chief, has already been appointed.

Doug Schaller, former SUB Night Manager, is heading the force. The Board of Management will also serve as an appeal board to review complaints by a student against a policeman. This will serve also to handle internal complaints by members of the force.

Each member will have to undergo some training in human behaviour, self-defence, first aid and the applicable law. Adequate insurance coverage is also being worked out for members.

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One of the first observations that one can make about residence is that it appears to be a closed system. That is, that students living in residence tend to stay in residence for most of the time that they are not in class and that people that do not live in residence tend not to come into the residence buildings.

Residence is arranged so that its students may remain there to relax and socialize; there are dances, easy access to drugs and drink, television on each floor, and a coffee shop. But one must realize that if the students in residence did not want to remain in residence on their free time there would be fewer dances, less partying in the rooms, no television because nobody would want to watch it, and the coffee shop would shut down for lack of customers.

Since the structures do exist, we must say that, "yes the people living in residence desire to stay in residence on their free time." Now we must ask, "why?" It would seem that there must be some reasons why they want to.

Most residence students will explain this by saying that they are from the farm or small town and that they do not know anybody in the city other than the students in the residence, so that is where they spend their free time. All their friends in residence were not friends before they started living in residence, but became friends over the year.

It would seem that they could develop a social life and friends in the general university population. Most students who live in the city enlarge their social spectrum when they begin to attend university. Rather than being a reason for desiring to stay in residence, this is more likely an affect of living there and having their social life there. The reason for wanting to stay in residence on their free time is a different one.

So we are back to the same question. Why do the residence students desire to stay in there on their free time? The facilities for relaxing in residence are just not that great, as evidenced by the fact that not many people come in from the "outside" to enjoy them. Watching television, partying in small box-like rooms, and sitting in the coffee shop just becomes, to put it simply, boring, and many people in residence agree.

Since this kind of behaviour goes on from year to year, we could call this set of behaviour a custom and look at it in the way that one discusses a custom.

Marx once said that, "... men make their own history... not just as they please: they make it under circumstances directly found, given, and transmitted from the past." We can substitute the idea of "custom" in the place of history, remembering that a custom must be carried on for some length of time, generally from one generation to the next. A generation in residence can be thought of as the turnover in the population from one year to another.

The link from one generation in residence to another is the "seniors." They are the vehicles by which the past is transmitted. The "senior" is a person who lived in residence the year before and was elected by the others on the floor to serve as the next year's senior. Six such positions are elected.

A person is elected "senior" for the same reason people get elected to any office anywhere. He fits close enough to the "mean behaviour and aspirations" of the population to have enough friends' votes to elect him. Since the "mean" is held by the majority, and it takes a majority to get elected, the person closest to the mean gets elected.

Therefore, the people who are the seniors this year are the best copy and product of the situation and people of the previous year. It is the job of the seniors to integrate the first-year students into residence life. We will logically see that the residence way of life they integrate the first-year students into is the one they experienced last year. The seniors of this year were integrated as first-year students into the residence that the seniors of that year

had experienced. The first-year students who will best represent the mean of this year will then be elected seniors for next year, and so on.

In the light of this fact we can better see the "why" of the residence student's behaviour and how he relates to different groups, i.e. the people on his floor, people in residence, "outsiders", and the opposite sex. In the Politics of Experience, R.D. Lange states that:

"People may be observed to sleep, eat, walk, talk, etc. in relatively predictable ways. We must not be content with this type of observation alone. Observations of behaviour must be extended by inference to attributes about experience. Only when we can begin to do this can we really construct the experimental-behavioural system that is the human species."

We also say that we must examine the residence "experiential-behavioural" system in this light because of the fact that the experiences one has in residence are not essentially common to the rest of the society.

We can look now at what happens to the student in this process of integration which takes place. The process of integration begins as soon as the student enters the residence. This is the time when the conditioning can be most effective.

The new students have likely never seen the residence before, they probably have never seen the other people. They are in an uncertain situation, surrounded by strange people. On the other hand, the seniors know each other

and what is "happening." From this secure position they are able to influence the anxious first-year students.

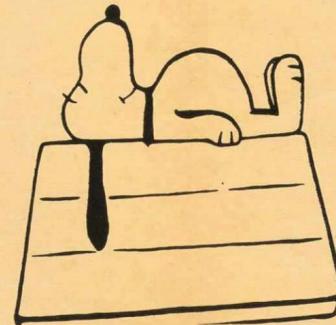
The seniors are looked up to and since every new student wants to make a successful start

Residence — the subtle destroyer

To remain true, one for all and all for one
as we plunge in brotherhood to our destruction

— ethic of the Gadarene swine

"HAPPINESS" IS LIVING IN A CO-ED RES
"SECURITY" IS KNOWING THE MEN
LIVE ON THE BOTTOM SIX FLOORS
and KNOWING THEY STAY THERE



in residence, they will try their best to imitate the only secure (or perhaps the only recognizable) social structure. From this secure position they are able to influence the first-year students in much the same way that the king in the castle, or the man who commands the army, can express his will on others. Even though their castle is more abstract, it does not mean that their power is any less in the given situation.

The behaviour of the residence students throughout the year can be, at least, partially explained as an effect of this initial experience.

The worst thing that can happen to a group is for it to dissolve. Nobody wants anyone to leave the group since it would cast doubt on the reasonableness of belonging to the group, and nobody wants anyone to have ideas which do not fit with the group because it shows they are not readily a part of the group. Ideas that are not common to the group are dangerous because they are not common to the group.

The ultimate punishment of the individual (if there can be such a thing) by the group is excommunication. This will happen when the group decides that the person cannot be "reformed", or even assimilated. The longer he is allowed the status of being a group member rather than a "Them", whose views

are negated because they are from a "Them", the more dangerous to the group he becomes, as he may influence others to join him and harm the group further. By excommunication the dissenting member is turned into a "Them".

Since the individual must eat, sleep and associate to some extent with the other students in residence, he is under great pressure to conform to those who believe that belonging to the group is an accepted way of behaviour, or rather not being in the group is a very unacceptable way of behaviour. He is one of "Them", among one of "Us".

This is seldom the case though. It is very seldom that a white student (I say white because the foreign students are excluded from the group from the start) is rejected by the group. If the group thinks that a person may drop out of the group, they do their best to reform him and try to reunify him with the group. This is done by threats of total excommunication, showing him how miserable they can make his life if he does not give up his offensive behaviour. Rather than resorting to these methods and the risk of losing him, it is better to make him feel that it is in his best interest to stay in the group. This is done so effectively that most people never think to question the actions of the group. It is actually a good thing for the group to excommunicate a person because it gives the other individuals in the group an idea of what they can expect should they entertain any thoughts or actions which would not be acceptable to the group.

The group's direction is established by the physical structures of residence and the rules and regulations forming the environment of residence.

You must live, eat and sleep with the group. You line up to get your food. You are shoved into one of the little box-like rooms with someone you don't even know. You must adapt to the group at all times. If you have a particular opinion that is contrary to the group's opinion, or wish to do something that the group does not think is correct, you will be attacked by it in its desperate attempt to negate any attitudes or values it doesn't hold. Failure to do this would destroy the group.

The segregation of the sexes is likely the most easily seen.

The physical structures of the residence and many of its rules are designed to segregate the sexes. Separate buildings, separate floors, structured times when you may or may not have girls on the floor. In an institution of the university which is supposedly trying to turn out well-adjusted persons, this is a definite contradiction.

Girls are not people, but are girls who can only be on the men's floors between six and midnight. The custom of having different hours for girls and being segregated from the opposite sex is the experience of first-year students in residence this year, and it will not likely change next year because of the perpetual nature of residence customs. Girls in the residence do not think of themselves as the same as other people, but as objects which must be unified with a male to be complete. This is evidenced by the fact that girls will sit in their rooms and cry Friday and Saturday nights if they do not have a date. They are badgered and ridiculed by the other girls on the floor, who may have been lucky enough to be asked out.

It is easily seen that residence is a closed system and that it is very difficult not to belong to the group. One's free choice is stifled as one attempts to adapt to the mean of the group. This will never change because each successive year is a copy of the year before.

When the individual must struggle against the group, whatever that group stands for, it is time to question the group's right to establish what one must be. Since the group is established by residence in this case, it is time to seriously question the structure itself.

Use them and make them work

Know your legal rights under the law

by
Bruce M. Lantz
&
New Morning Collective

One of the reasons for the lack of togetherness in the Metro area is a poor understanding of the individual's rights; if we know our rights under the law, then we can see where and how oppression provides a common bond. The student suffers as he tries to adjust to a new school and community, and the worker is hit by winter job layoffs and escalating rents.

To assist in the growth of this common bond the GAZETTE (in collaboration with New Morning Collective) offers a few of your legal rights. Use them and make them work!

At all times say as little as possible to the police. When stopped or questioned you have the right to know the officer's name and badge number. Unless he states that you are under arrest, or if you are driving a car or being questioned for vagrancy you do not have to say anything and are free to go.

Section 29 of the Criminal Code states that reason must be given for an arrest. This means they must have a warrant in your name, catch you in the act of committing a crime, or have reasonable grounds for believing that you have committed or are about to commit a crime. Often the officer does not have to tell you what the grounds for arrest are.

Be sure that an arrest is illegal before you resist; people who could not be arrested on one charge have left themselves open for another by not checking for a warrant or writ or by hearing the officer's grounds for arrest. Remember — the law is NOT impartial in application: Would a judge be more likely to take YOUR word or a police officer's?

The police CAN give you an Appearance Notice after an arrest, rather than take you to

jail. This is a form stating the charge and date of court appearance. It is left to the officer to decide if these will be used, and although they are specifically for "petty" offences, these Notices are not often produced.

If you find yourself under arrest, SAY NOTHING. The police will try to engage you in conversation and will ask many questions at the station. It is your right to refuse to cooperate. (Give only your address and telephone number) until you are allowed one telephone call. If your life-style is such that an arrest is commonplace, you should have a regular lawyer or at least a solid phone number.

Unless you are charged with an indictable offence you should refuse to be photographed and fingerprinted. The police may seize all weapons found on your person as well as evidence related to the charge. They have a habit of keeping knives, address books and drug-related paraphernalia, so request receipts for these things. They do not have the right to take your money, wallet or papers, etc., without your permission.

If the police come to your house, demand to see a warrant or writ of arrest and don't let them in until you have found them to be correct. The two exceptions to this are if they are in hot pursuit of a criminal seen entering your house, or if they have reasonable grounds (i.e. sounds of a fight, neighbours' complaints) to believe that a crime is being committed on the premises. If you produce the person specified by warrant at the door, the police no longer have the right to enter unless the warrant so specifies.

If they DO gain entry you must first demand that they leave, and then only use as much force as is necessary to remove them. A social worker is also required to have a warrant before gaining entry into your home.

Locking doors is a good habit to get into (secondary chain

locks bring double protection); if you leave doors open and often yell "Come in" rather than answering then you're asking for trouble. Keep your drug collection or "hot" goods in a handy spot, know who's carrying what, and who's claiming at all times.

The police can seize things specified in the warrant or writ such as dope under the Narcotics Control Act. They can also seize anything they feel was obtained through a crime or used to commit one. Evidence related to a crime may only be taken AFTER you are charged. Otherwise you may defend your property with as much force as is necessary, provided you have stated that you are the legal owner. IN CANADA ILLEGALLY OBTAINED EVIDENCE IS STILL ADMISSIBLE IN COURT AGAINST YOU.

If you are stopped while driving a car, lock all the doors and roll up all windows except the driver's vent. Pass your driver's license, registration and insurance through it; you do not have to get out of the car unless you are arrested or required to take a breathalyser test. Nor can he require you to open the car unless he is conducting a legal search. No one else in the car should do or say anything.

You must allow a search of your person BEFORE your arrest if: (a) it is conducted under the Narcotics Control Act; (b) the Liquor Control Act; (c) or if you're in a house being searched under a writ of assistance.

In case of a house search with a warrant, they can search anyone they believe in possession of something illegal. The police do not always have to give a reason for the search. The two acts previously mentioned also give police officers the right to search your car. If you are arrested and ONLY AFTER you are arrested, you can be searched for weapons and evidence.

If stopped "on the street",



you do not have to answer any questions or show any ID unless you're being questioned under Sec. 175 (vagrancy). If the officer is using this, you must give him your name and either (a) your address; (b) your destination; or (c) a source of income. After this, walk away.

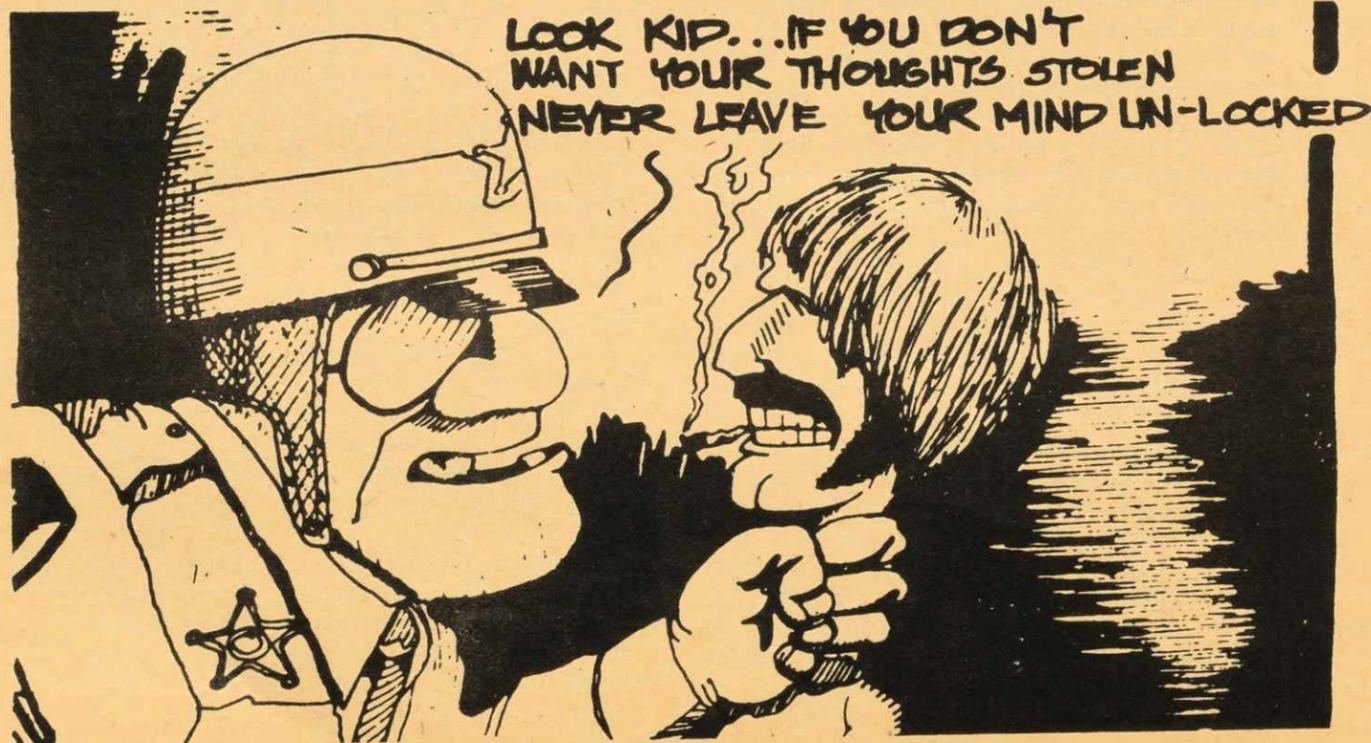
He cannot require you to talk to him, go with him or move anywhere unless he states clearly that you are under arrest OR that he wants to take

you to the station for questioning in an investigation under the Canada Evidence Act. Under this you can be held until they either get enough evidence to charge you, or they let you go.

If attacked with provocation by a police officer you have the right to use as much force as is necessary to defend yourself. NEVER let yourself be provoked into fighting by badmouthing or pushing, but also don't let their arrogance ride over you.

In theory all this looks pretty good, but remember the practice is a lot different. You have no rights at all if they decide you don't, especially when you're in jail. Common sense and a realistic approach will get us all a lot further. If you're alone and outnumbered, then be nice and beat them at their own game. The rule is: If you don't have two witnesses for their one, give it up... for the time being.

One thing should always be remembered when you're dealing with the police... they aren't the real enemies. The ones who are actually keeping you down are snug in their \$100,000 homes. The police are no more than people with jobs that pit them against old friends and schoolmates; if this sort of life destroys his humanity, it's understandable. He's not the pig, it's the one who pays him to do the dirty work.



How to survive

Making life bearable at Dal

by Beth Burke

Do you have that tired run-down feeling? Do your feet hurt and your three for 39¢ "going back to school special" Bic pen doesn't bic when you put it to paper, but bics a hell of a lot when it's in your pocket or purse? Does your gut feel like a butterfly collectors' convention? Then read on bunky, 'cuz you need us!

Relax, it isn't flu. There are 7,200 others who feel just like that. You're just another victim of "orientation fever".

First, sit down and find out where the hell you are. Either ask the person next to you (chances are he won't know) or look for a sign on the nearest

building.

Next, unfold the campus map which you may have been given. This will provide a good basis from which to plan your attack. Usually you have only ten minutes between classes. The maps are coded so that you can eventually find the right building. However, you have to watch out for unmarked barriers, such as excavations still in progress, or stone walls.

If by chance you have lost your map, then wend your way back to the SUB. Head for the SUB cafeteria but don't go in. On the left, just before you enter the cafeteria, there is a large 3-D wall map of the campus.

The cafeteria brings up the

thought of food. Only the rich and the foolish care to dine in the SUB. Watch out, especially for things like coffee and hamburgers. Of course, if you have developed a cast iron stomach, this advice can be ignored. But, don't say we didn't warn you.

The SUB is not the only place to eat. Sherriff and Howe Halls have eating facilities, but Mum's home cooking, they're not. They open at 5:00 p.m. for supper.

For those living off campus we suggest that you pack a lunch or go home to eat. There are a number of reasonable restaurants around the Spring Garden Road and Quinpool Road areas.

If you decide that you are going to eat on campus, then try to get into the dining hall early to avoid the rush to the trough. You will also develop strong leg muscles within the next few months to support you as you nibble at that gangrenous hamburger while standing up.

Another problem that you will have to face is where to park your car. Dalhousie, like other universities, has the problem of over-crowded parking areas. Unfortunately, there are more cars than there is space for, so if you are within walking distance of the campus, then leave your

car at home.

The best time to find a space is before 8:30 a.m. or after 3:30 p.m. Of course, you will have to pay for the dubious privilege of using the lots. Fees range from \$30.00 for general parking to \$90.00 for an assigned space. For further information about parking, go to the Traffic Office, Central Services Bldg., Room 108, or call local 424-3344.

Having solved your eating and parking problems, you have yet to buy books. Every professor seems to think it necessary to assign a reading list. However, even the most diligent student never succeeds in reading everything on the list. DON'T make the mistake of rushing out and buying every book as soon as it's assigned. Wait awhile. You may avoid the frustrations of standing in a queue for an hour only to find out that half of the books are still on order.

Cool it for a week. Borrow a friend's book, or borrow from the library — campus or city. Watch out for bargains on various bulletin boards outside the classrooms or try the second-hand book store in the rink. Don't think that because you buy a book at the campus book store that you are getting a bargain.

New books are expensive. If

you are smart you can spend next to nothing on books. Work the angles. If you can't beg, borrow or steal, then and only then, do you buy.

There are 4 libraries on campus, the Killam Memorial, the Science, the Medical, and Kings College plus the city libraries. You can learn to use a library very easily. The people at the information desks are helpful, but if they give you a blank look — don't give up. In the end you will usually find what you are looking for. Of course, you may not be able to get the book when you want it.

Okay, we have attempted to solve some of the more pressing problems. However, if you still feel queasy then maybe you are really sick. If so, head for Dal Student Health and throw yourself on their mercy. Usually you can be squeezed in during the day. The doctors are prepared to handle anything from a broken head to a broken heart. For the bed-ridden, they will bundle you up in a nice hard bed and feed you warm soup, almost as good as mother's. Be sure to have a M.S.I. card with you.

Our last bit of advice is, "Ask questions". You may survive! Good luck!!! & Keep on Truckin'!!

TYP goes for one more year

by Glenn Wanmaker

Dalhousie's Transition Year Program has been given the go-ahead for at least one more year of operation despite the recommendation of a Senate Committee report that the university undertake a long-term commitment to the program.

The report by Professors R. L. Comeau, John D. Misick and J. Farley recommended that the program, designed to assist the educational needs of the Black and Indian communities, be assigned high priority by the university. However, Senate only approved its continuation for one more year, making no commitment for the future.

The Senate also approved one other point, that the program "be re-oriented to recruit students whose prospects in university appear reasonably good". This was carried despite the report's statement that "it would be unwise to measure success solely in terms of numbers of degrees awarded..."

With a long-term commitment, the Report said, the program could be suitably planned and organized so that the three main goals could be met. These are:

1. to assist the greatest possible number of Indian and Black students to gain a university education,
2. the development within the Indian and Black communities of better educated leadership,
3. encouragement of the development of ethnic pride and the removal of a pervasive sense of hopelessness.

This year's program will be limited to only 10 new students, chosen out of 30 applicants. The basis of its operation will be the same as in previous years; providing opportunities for minority groups and sharpening the students' skills.

This year, however, there will be no Indians enrolled in the course. According to Professor E. T. Marriott, the new Director of TYP, discussions did take place with the Union of Nova Scotia Indians, but they wanted the program to produce leaders

for their community.

At this point, said Marriott, "the university only knows how to provide academic programs."

The course outline has been expanded into a three-part program. The focus will be on a reading and writing skills program. There will also be a choice of preparatory courses in math, science and Black history and culture, and the opportunity to take one or two 100 level courses for credit.

Marriott says the credit courses are included in order to "respond to students' interests and to provide the feeling of moving towards something real". In the first two years of the program, progress was slow and "much less than anticipated".

Expectations were high, but the rate of failure was discouraging, giving rise to the feeling that the program was not doing what it should.

"Perhaps it is almost criminal to raise the expectations of young people and then have them fail and confirm their suspicions that they aren't capable. Therefore, the TYP must take a responsibility in guidance and counselling."

While it is true, says the report, that the few students are likely to get degrees, many of them will have acquired, "as a result of TYP, important assets, including self-respect, valuable skills and a sense of ethnic pride and a lessening of their sense of hopelessness."

The program's major weakness has been its "makeshift, ad hoc nature". But despite this feeling, no long range plans are being made. Prof. Marriott explains:

"We're still experimenting. It's a year of experimentation and honest effort. In April, the university will re-assess the program again."

However, if all the decisions on the recommendations of the committee are put off until then, including goals, financial and staffing requirements and definitive plans, the time will be too short to implement them for the 1973-74 year.



Bank of Montreal

The First Canadian Bank

We figure it this way: if we can be of help to you while you're a student, you'll stick with us after graduation—when we can be of even greater assistance.

So, come see us for advice on handling money. We can show you a few things that Economics 201 doesn't cover: how to save with a True Savings Account, how to cheque with a True Chequing Account, how to budget to make the most of your money, how to avoid running short. And we can discuss loans too.

There's a Bank of Montreal nearby. Drop in, anytime. **We want you to get your money's worth.**

We want you to get your money's worth.

Dalhousie University Student Union Building Branch:

R. M. SMITH, Manager.

Some facts on tenants' rights

The area of Tenant/Landlord relations brings us close to the power-structure, as the landlord is often a large-scale capitalist (or capitalistic company) who provides more problems for more people.

These are the people who structure the laws to protect their interests above all else. These are the ones who capitalized on students so much; our rents are the highest in Canada. This hurts the working men (as well as the students) for they must now compete with wealthy, middle-class, loan-financed students for the WORST of dwellings.

Here then, is another common ground: both workers and students are losing to the landlord class. Before we can rise to a position of mass power over such individuals, we must know our rights in our everyday dealings with them: THEN we must organize against them. The following are only a few of the points found in the Landlords and Tenants Act, which everyone should study.

Every tenant must receive either a copy of the Landlords and Tenants Act or a copy of his lease before being held responsible for the premises. The premises must also be fit for habitation according to health, safety, and housing standards, but need not be improved after the tenant's occupation UNLESS they fall below these standards and are not repaired after notice is given to the landlord. Tenants are responsible for damages, whether inflicted by themselves or their guests.

No landlord may enter the premises at an

unreasonable hour without first giving notice except in an emergency. No locks may be changed without the mutual consent of both tenant and landlord.

A tenant does NOT have the right to sub-let without the consent of the landlord. If you are renting first ask to see the landlord's written consent or speak with him for confirmation.

The least understood of rental procedures is leasing. Make sure that you read the lease carefully, asking questions until you understand what is involved. You may also take it with you to ask someone's advice.

Be careful of any initial statements made by you or the landlord and remember your witnesses. A lease for less than three years duration may be VERBAL AS WELL AS WRITTEN.

Be sure that you pay rent to either the landlord or their agent; otherwise, you may have to repeat the payment. Payment through the mail is to be avoided whenever possible.

A landlord may seize a tenant's goods in lieu of rent, but only according to specific procedures. A legal complaint requires that you be notified FIVE DAYS in advance of such action, but be sure of your ground before resisting. The Criminal Code allows an indictable two year prison term for obstructing a lawful seizure.

The landlord is making an unlawful seizure when there is no tenancy, no rent in arrears, unlawful entry, entry during a prohibited period or more than six months after expiration of the lease, entry made after

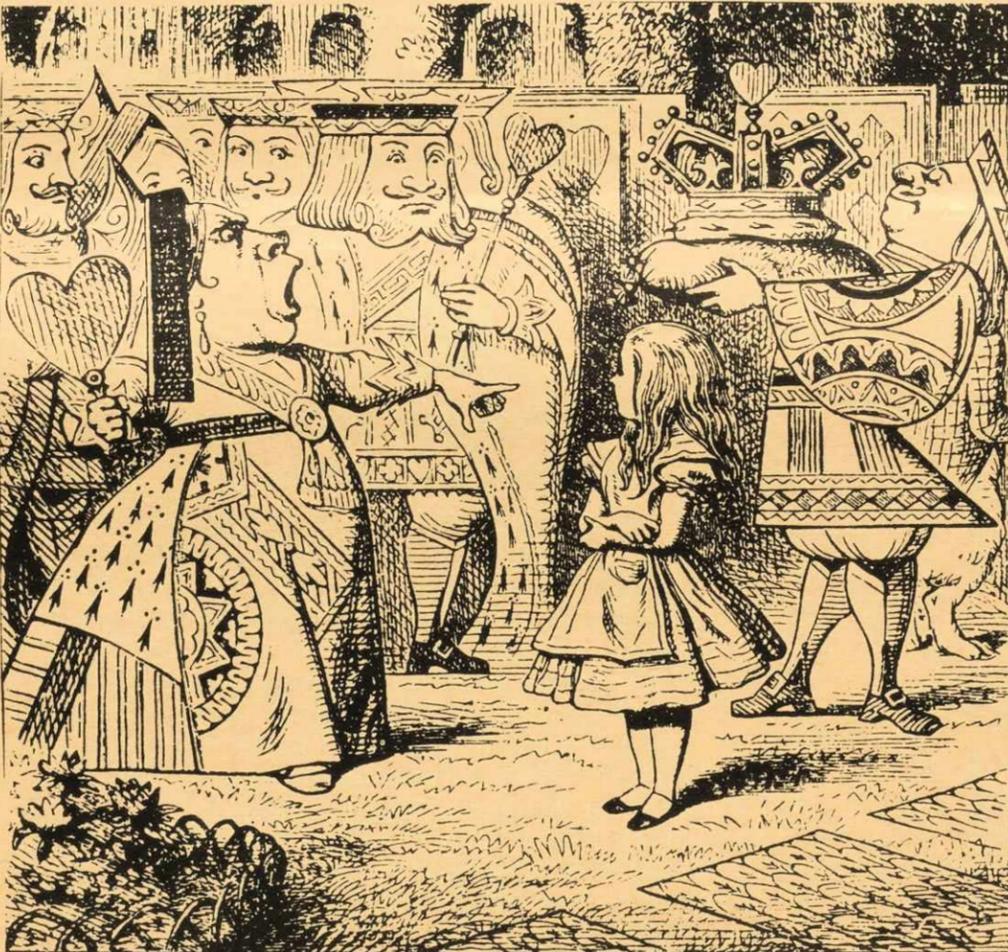
the tenant has left the premises, or when the goods are exempt from seizure.

Much confusion surrounds the question of "giving notice". However, a standard for this has been established and must be followed. If a dwelling is rented on a yearly basis, notice must be given at least three months before the year's end. Monthly rental requires three months from the landlord and one by the tenant, while if you rent by the week, you need only give one week's notice; your landlord must give you a month to vacate.

This is an area where the tenant can wield a small amount of power. If your landlord appears to be disrespectful of your needs then he can be hurt by tenants' "non-actions": waiting until the last possible moment to give notice, and similar inconveniences; the best way to cause him pain is to cost him money. But remember to protect your interests as he does his: stay within the letter of the law.

If you have a serious dispute with your landlord, notify the Residential Tenancies Board immediately. They will hold your rental payments in trust until the problem is resolved. As this group is landlord-oriented, they should be watched and their advice taken with a grain of salt. More valuable assistance can come from various tenants' unions, legal aid offices, etc., but the best formula for results is a small, co-ordinated group living in the same area or under the same landlord. Following a criteria of making it hard for the landlord NOT to improve dwellings has brought speedy results and a multitude of ideas elsewhere in Canada.

Fairy tale Orientation must go



**STUDENT CAMPUS SECURITY
POSITIONS ARE NOW OPEN
INTERESTED MALE AND FEMALE
STUDENTS SHOULD APPLY
AT SUB INQUIRY DESK**

by Glenn Wanamaker

Once again this year, new students to Dalhousie are being greeted by an irrelevant, expensive and generally poorly thought-out Orientation program.

The theme is Alice in Wonderland, and all the new students are to be known as Alicians. If that's not enough, it's going to cost \$6.00 to buy a frosh card, which will entitle the holder to admittance to most of the Orientation events. Two concerts scheduled for September 17 are not included "due to extraordinary expense".

The connection between university and Wonderland does not exactly jump out and strike one in the face. If there is a connection, it's well-hidden. At any rate, the events that are scheduled are basically no different from the past years. And in past years, it was widely known that few of the events were well-attended and that new students just did not find out about the things that are and will be important to them in the few years ahead.

There will be dances, movies and speeches about the supposedly great potential that a university graduate has. The one worthwhile event is Shinerama in which students go through the Halifax-Dartmouth area shining shoes to raise money for children suffering from Cystic Fibrosis. But that's where the relevancy ends.

The just-released final report of the President's Task Force

on the Quality of Student Life was extremely critical of the Orientation program. It reported that 13% of the students randomly interviewed, gave a negative response to Orientation. Not one student had a positive reaction to the program.

The report states: "A recent survey, undertaken by Professor William Stephens of the Sociology Department, indicates that most students feel either hostility or nothing at all concerning Orientation as it now operates. For a supposedly positive activity, this is an extremely negative reaction."

This report was completed sometime ago so why hasn't the Orientation committee been let in on this top secret information? The current type of Orientation program must be scrubbed! If the Report and the myriads of complaints do not convince the organizers of their failure to relate to students, then the only solution is to totally boycott Orientation events. It has become increasingly evident that the Student Union does not support functions that fail to make money.

Thus the solution is to financially cripple Orientation if this farce is ever going to end. It is the only way to get the message across that university students are not entering kindergarten. Fairy tales and Tea Parties do not a university make.

**GAZETTE
NEEDS
STAFF**



Wheelin' around



by Charlie Moore

Introductory columns are always a pain to write, but since one seems necessary to kick off the year, here goes. For the benefit of any new people in the audience, this column is about cars and things automotive in general. The opinions expressed herein are mine and do not

always concur with those of the rest of the staff on every point.

This is the second year for Wheelin', and I am going to try and make it as relevant as possible to campus life. There will be news of the motoring world, tips, maybe a few how-tos, and anything else interesting I can find to pass on to

you. Ray Whitley and I were trying to start some sort of motoring organization on campus last spring, but it was very late in the year and response was poor. I still feel that it is a worthwhile idea and if anyone is interested by all means, write to me in care of the Gazette. Also, if

anyone has any topics in mind that they would like to see discussed in this column, I am open to suggestions, questions and criticism.

I intend to continue my stand against Ralph Nader-style smog and safety legislation. Ralphie has been up to his old tricks again with his rabid denunciation of the VW Beetle in his Volkswagen report. Among other things he has called the Beetle "the most hazardous car in service in significant numbers in the U.S. today."

The VW report was brought under heavy criticism by Road and Track magazine in their April issue. Their critique was to my mind very fair and well documented with no Nader style name-calling and melodrama.

By going back to Nader's own original sources they found that he consistently misquoted references and altered statistic tables in order to strengthen his arguments.

Nader may have the best of intentions at heart, but I find his constant emotionalized attacks on anything and everything, and his seeming inability to admit even the possibility of his being at all wrong when proven so, very tiresome.

Even his accusations directed towards the late lamented Corvair have been refuted by a special government committee. The committee stated that "The Corvair is no more unstable than other cars of similar size and year." Unfortunately too little, too late. Four years ago this might have averted the

discontinuation of one of the most excellent cars ever to come out of Detroit.

Meanwhile, things get worse and worse for the automobile enthusiasts due to the endless stream of mostly meaningless smog and safety legislation being foisted on the general buying public by the government.

Almost all convertibles have been phased out and General Motors has dropped two-door and four-door pillarless hardtops on their 1973 line of extensively restyled intermediates. The 1973 cars will have less power and poorer gas mileage due to the stiffer smog control laws this year. Drivability will also suffer with hard starting, stalling and rough idling being the order of the day.

Prices will also be up due to more smog-control and safety equipment, the new 5 mph crashworthy bumpers, and myriad other nauseating little bits, such as seatbelt warning buzzers and heavier interior padding which are required by the government but paid for by the consumer. Alas, my friend, these irritations are just small harbingers of what the future has in store for us.

By 1976 we will be paying roughly 50 percent more for temperamental, ugly, hard to drive, almost impossible to service and repair, but presumably 'safe' automobiles. Ralph Nader will be happy. Will you?

Keep wheelin' (while you can).

STUDENT ORGANIZATIONS AND CLUBS

- | | | |
|--------------------------------|-------------------------------------|--|
| Art Exchange | German Students' Society | Pre-Medical Society |
| African Students Association | Gazette (Student Newspaper) | Rugby Club |
| Biology Club | Graduate Students Association | Dal Radio |
| Baha'is at Dal | Graduate History Society | Spanish Club |
| Christian Action Movement | India Students' Association | Scuba Club |
| Christian Fellowship | Iota Investment Club | Students of Objectivism |
| Chess Club | International Students' Ass. | Student Liberals |
| Chemical Institute of Canada | Law Wives' Club | Sigma Chi |
| Curling Club | Law Students' Society | Science Society |
| Commerce Society | Library School Students' Soc. | Dal Student Movement |
| Chinese Students' Society | Dalhousie Musical and Dramatic Soc. | Undergraduate Physics Society |
| Cinematography Group | Muslim Students' Society | Varsity Club |
| Dental Students' Society | Medical Students' Society | George E. Wilson History Club |
| Dental Hygiene Society | Movement For Christian Action | Women's Recreational Association |
| Dawson Geological Club | MBA Students' Association | Women's Liberation Movement |
| Debating Society | Nursing Society | Dal Students' Wives Society |
| Economics Course Union | Pi Beta Phi | West Indian Society |
| Engineering Society | Psychology Club | Young Socialists' Club |
| English Graduate Students Ass. | Progressive Conservative Ass. | Yoga Club |
| Film Society | Physiotherapy Society | Students' International Meditation Society |
| French Club | Physical Education Students' Soc. | |
| | Student Pharmacy Society | |

AIAA FOOTBALL SCHEDULE 1972

Saturday 30 September	1:30	UNB at X UPEI at SMU (Acadia Open) Dal. at Mt. A.
Saturday 7 October	1:30	X at UPEI SMU at Acadia (Mt. A. Open) UNB at Dal.
Saturday 14 October	1:30	Mt. A. at UNB Dal. at UPEI (SMU Open) Acadia at X
Saturday 21 October	1:30	X at SMU Acadia at Dal. (UNB Open) UPEI at Mt. A.
Saturday 28 October	1:30	SMU at Dal. Mt. A. at Acadia (X Open) UNB at UPEI
Saturday 4 November	1:30	Dal at X Mt. A. at SMU (UPEI Open) Acadia at UNB
Saturday 11 November	1:30	X at Mt. A. SMU at UNB (Dal. Open) UPEI at Acadia
Saturday 18 November	1:00	Atlantic Bowl — at home of winner
Saturday 25 November	1:00	College Bowl — Toronto

History 100 raps, tapes and happenings

History 00 zero. Clark Gable's Undershirt. What You Always Knew About Stopping War (But Were Afraid To Do). Starving to Death on a Government Claim.

That's what you'll be finding out about if you take History 100 this year. Undoubtedly a new way to learn at this university. Basically it's the history of the last one hundred years, broken down into ten parts or decades. But it is not the lecture, lecture, essay, exam type of study.

There are four elements to the course — the lecture, a rap session, video tapes and "happenings". Not even the lectures will be the same. Resource people will be used extensively, both from within the university and from outside. The lecture will basically be used to provide an outline to that decade, fill in the gaps, and discuss themes and events that will be portrayed by the other elements.

The rap sessions are for doing

just that, while the video tapes, or "Electric Heads", are going to give the student a closer view of the life and times of the particular period. There are individual booths with headsets to allow more complete involvement.

And there will be happenings — it could be anything from a musical presentation to a bread line.

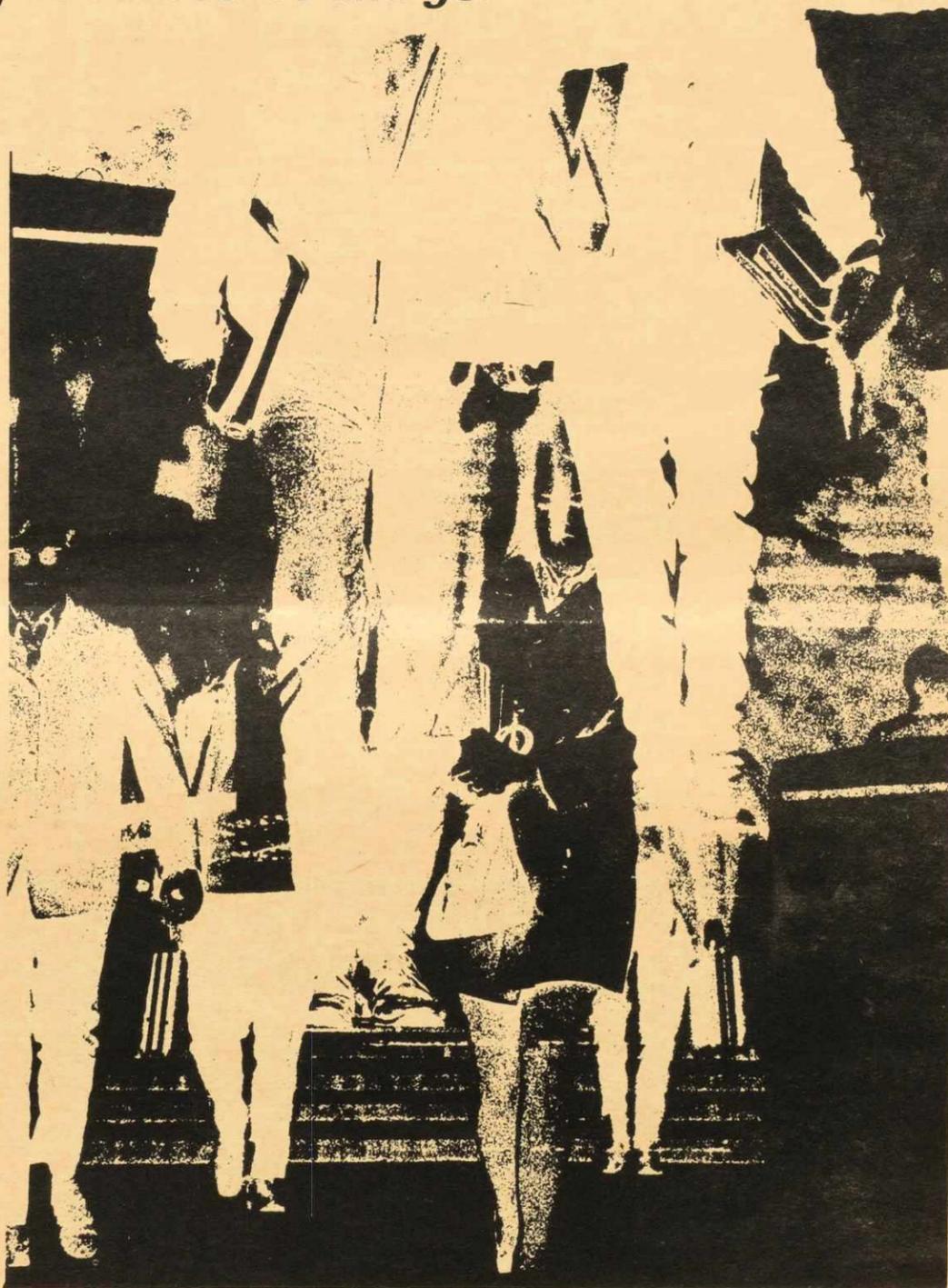
One other thing — there are no exams or term papers. It doesn't seem at all necessary. Students who have been working with the two professors, D. H. Crook and J. F. Godfrey, say they've learned more this summer than they have from all the other history courses they've taken.

Cape to Cairo and Other Meddling. The Real Generation Gap. And Henry Hicks with an oral presentation — the Wilder Side of Oscar. All in this year's History 100.

Gazette needs staff



***We are no other than a moving row
Of Magic Shadow-shapes that come and go.***



As long as learning is connected with earning, as long as certain jobs can only be reached through exams, so long must we take the examination system seriously. If another ladder to employment was contrived, much so-called education would disappear, and no one would be a penny the stupider.