

# RESIDENCE FEES RISE \$75 TO \$100 NEXT YEAR

By MAUREEN PHINNEY

Dal Residence fees rise \$100 this fall. This will bar some students from entering Dal or continuing here, unless they can obtain financial aid from the university or the provincial government.

"Bursaries will be available from Dal to students whom the raise in residence fees would otherwise keep out of university. We intend to add to our bursary fund so that we'll be able to provide at least enough money for the students who really need it," stated President Hicks, in an interview with the GAZETTE.

On what basis will the university decide qualification for a bursary? "The student would see the Awards Officer, and go through the usual procedures. He would disclose his financial and scholastic position and from that, the amount of the bursary would be decided."

"At present it's easier for scholarship students to obtain bursaries because they are considered more worthy of university help. But I think this attitude will be relaxed and financial aid extended to all needy students," President Hicks added.

The cost of attending university is growing. "I am concerned about this," said President Hicks,

"since it makes it difficult for students to come here, particularly those from families in small-income brackets."

Can Dalhousie's administration do anything about this? "We try to be economical, but operating costs are rising. I've just approved salary increases for our professors, yet I still feel that their salaries are too low. We have many professors with excellent qualifications who could be teaching elsewhere in Canada for substantially higher salaries."

Can or should Dal students do anything about their rising university fees? "I would expect students to

resist, and if possible, to minimize the rising cost of attending university. They should attempt to secure larger funds from the Provincial government for this." President Hicks mentioned the recent N.S.U.S. march on the Legislature, primarily for this purpose.

"The responsibility to do something about the situation lies with the Provincial Government, and the University Grants Committee," he said.

"At Dalhousie, we're being pressured all the time by certain people and the University Grants Committee to make our residence operation a break-even proposition. I hope the Grants Committee will change its viewpoint on this."

Randy Smith, Dal Student Union President, commented: "Nothing specific will be done about our residence fee raise by the Dal Student Union, and I doubt if any type of decision on the increase will be made. We plan to look into student requirements

and then to turn to the administration. Bursaries have been suggested to cover the cost of the raise in fees, but I think there are other ways to deal with the problem as well."

Mr. Knickle, of the Provincial Department of Education, in charge of Student Loans, commented: "No policy as yet has been set by the government to take care of people who can't afford the raise in residence fees. I don't know what can be done anyway. We set aside \$2,500,000 this year for Student Loans - and we've since gone over that by another \$2,000,000, and some of which we've borrowed from next year's Student Loan allotment. And with the austerity program up in Ottawa, funds are difficult to obtain. Draw your own conclusions from that."

An unnamed spokesman from the Department of Education also commented: "I wish the universities would quit passing the buck to the provincial government. We've got enough to worry about."

## Government Loan Program attacked at Dal Student Aid Seminar

"If one were to use logic as the only criterion, then one couldn't deny the success of that argument."

So Education Minister Gerald Doucette summed up the dilemma of government-student relations at the Provincial Government-sponsored Seminar on Student Aid March 5. The Seminar was held in Howe Hall.

The government representatives defended their previous policies and explained the limitations which are placed on their present programmes. These representatives included Doucette, the Director of the Provincial Youth Agency, Mr. Donovan, and a number of civil servants from the Education Department.

President Henry Hicks and Dalhousie's Awards Officer, Guy D'Auray presented this university's view that the present awards system should be made more complete and more efficient.

Student body presidents from Dalhousie, King's Mt. St. Vincent, St. F.X., and St. Mary's and other student leaders united in a plea for a hold-the-line policy on residence fees and an increase in student aid funds, as well as the \$300 bursary already requested. The government, while often agreeing on these issues, also pointed out that it would be incapable of meeting further financial demands from education.

In a prepared presentation, the government spokesmen told the students that part of the problem was in their relationship with the Federal Government and the other provinces, since all major changes in the loan scheme have to be agreed upon by all. The province requested an additional \$2.5 million this year to fill student loan needs, but the federal government did not grant all this. As a result, there will be a reduction of approximately \$100,000 in the amount dished out to meet students' needs next year.

Speaking for Dalhousie, Student Aid Officer Guy D'Auray discussed the faults of Nova Scotia's stu-

dent loan programme. First, he said, the loans authorized are inadequate to meet student expenses. \$1340, the maximum obtainable, is not enough and is especially insufficient for professional students with heavy expenses, out-of-town students who cannot rely on a great deal of parental support, and student nurses who must study eleven months a year for three or four years.

D'Auray continued with his second point, that the timing of the loans is bad -- loans are often not available when they are most needed. Finally, he complained that the government does not give adequate publicity to the student loan and bursary programmes so that students -- particularly high-school students may become aware of how much they can borrow or be awarded as a bursary, and how to apply for these funds. "The only publicity that exists is found in Dalhousie University's Financial Aid Booklet," he said.

D'Auray recommended that the provincial Education Department should decentralize its awarding system, allowing student aid officers on the individual campuses to issue certificates of eligibility under general Government direction. He said contact between students and the awards officer should be encouraged, and students should be urged to apply for their loans before the end of June. Finally, he recommended that more funds should be made available under the plan.

NSUS President Kim Cameron began his remarks by stating that the government already knows what the students of Nova Scotia want. He called for a re-organization of the loan system and the extension of the bursary system to make up for the fact that residence fees will be going up. He also criticized the government's claim that Nova Scotia gives more per capita to education than any other province: he balanced this with the fact that this province also has the highest tuition rates in Canada. Three uni-

versities in Nova Scotia have tuition rates among the top five in Canada.

Cameron echoed D'Auray's remark that high school students are not made properly aware of the financial help available to them if they go on to University. He added that rural students are discriminated against by existing programmes.

Former Dalhousie Council President John Young cited Dominion Bureau of Statistics figures revealing that three quarters of Nova Scotian students come from families with yearly incomes over \$5000, while only half the families in the province earn more than \$5000. So even the present student aid programs continue to help only the middle - and upper - class students. There is very little change in the cross-section of students entering the universities, he added.

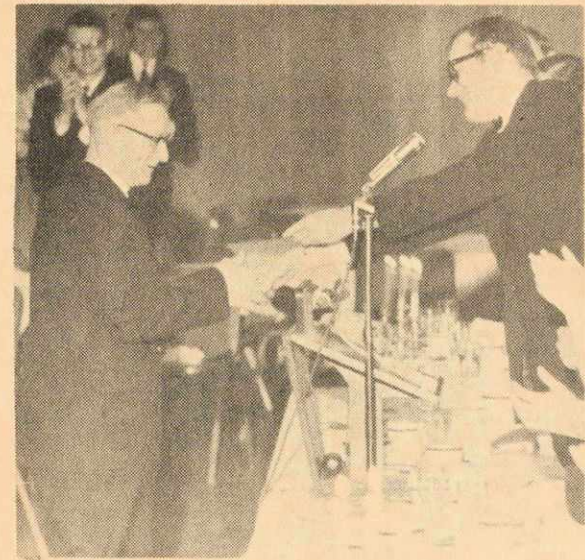
William Smith of the Department of Education declined to comment on whether there would be an over-all increase in the allocation of provincial funds for student aid next year.

Dr. Henry Hicks, President of Dalhousie, asked whether the University can give a larger bursary to a student who needs the extra money, without damaging his chances for a full student loan. Smith said that the department was prepared to consider this change. He denied that provincial bursaries could be separated from student loans "because there simply isn't enough money to spread around." Doucette emphasized this point also: "the sources of money are limited" he said.

The meeting between students, University officials, and Government representatives resulted in the opening of communications among the three groups. It is hoped that this will prove more fruitful than the irregular presentations of briefs and insurance of statements which had been carried on previously.

Education Minister Doucette concluded, "Education is the right of all Nova Scotians. The rub comes when you try to apply that principle."

## Ashworth, Meng Tan, Receive Malcolm Awards



Fifteen Dalhousie students were honoured at the annual Student Government Dinner and Ball March 2, when the Gold and Silver D's and two Malcolm Honour Awards were presented. Honourary Gold D's were given to Dean H.B.S. Cooke and to Mr. Orla Schram.

The Malcolm Award Dalhousie's highest honour went to Dennis Ashworth and Meng Hee Tan, both of whom also received Gold D's. Other Gold D's went to Diane Alexander, Carl Holm, and John MacKiegan.

Silver D's were presented to David Frith, Jennifer Johnson, William MacDonald, Dave Osherow, Jim Robar, Bob Steinhorff, Moira Stewart, Bob Thaxton, Tim Tuff, and Frank Wilson.

Among those honoured at the annual Student Government Ball were Orla Schram, (above), caretaker of the Arts Annex; Meng Hee Tan (below, left, with Dr. and Mrs. Hicks) and former Student Council President Dennis Ashworth (below, right).



# The Dalhousie Gazette

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## Student Union And Freedom Of Press Threatened At U. of Sask.

REGINA (CUP) — A direct threat to the autonomy and existence of the students union at the Regina campus of the University of Saskatchewan was presented Feb. 27.

The board of governors wants to change the students union constitution which instructs the university to collect student union fees. They also want to prohibit the union from using the university's name, and want to push the student union paper the Carillon, off campus.

Board and administration spokesmen mounted heated attacks on the Carillon at a Feb. 27 meeting called to discuss the changes.

The meeting followed closely upon an issue of the Carillon which broke a story of a student loan which was granted to Allan Guy, Minister of Public Works in the Saskatchewan government.

The Carillon has also been following a consistent editorial policy of opposition to the government's proposals of changes in relations between the government and the university.

The meeting was held at the request of W.A. Riddell, Principal of the Regina campus of the U. of S., who sent a letter to students union president Ralph Smith. The letter expressed concern about the lack of revision of bylaws of the union in accord with requests of the board of governors, and about the effect of the editorial policy of the Carillon upon public opinion of the university.

The letter said the board of governors had appointed a committee of two to meet with representatives of the students union, at which students would be asked to show cause:

- Why the university should continue to collect fees for the students union;
- Why the union should be allowed to continue using the university's name; and
- Why the university should continue to provide space on campus for the Carillon.

Riddell opened the meeting by reading the letter sent to Smith.

Using the letter as a base he discussed the constitution of the union. He said for the past year the university administration had expected the union to revise the bylaws of the union so that they would be acceptable to the board.

(The Regina campus students union is an incorporated body separate from the university administration.)

Riddell said he had petitioned the board himself to collect union fees for one additional year, even though they did not approve of the union's constitution.

When presidential candidate Herb Padwick asked for a delay in proceedings because of the Students Representative Council elections which were then in progress, Dr. E. C. Leslie, of the board of governors replied: "It will be too bad if things can't be accomplished today."



THE CARILLON

The Strange Story of One Student's Loan.



or How A Guy Gets A Loan

Several hundred Saskatchewan students have had their applications for loans under the Canada Student Loans Plan turned down since its inception in 1964. But one student had no trouble getting a loan. His name is Allan Guy, B.A. BEd. He is now Minister of Public Works.

Riddell also said he wanted the committee to reach an agreement immediately so they could report to the board of governors. Students reps thought they could not reach agreement immediately because of the elections in progress, and because they had received only four days notice of the meeting.

An agreement was finally reached on a three-week delay in the implementation of board of governors-administration proposals. Another meeting will be called at that time.

The balance of the meeting was devoted primarily to a discussion of the editorial policy of the Carillon.

Riddell said he could give specific cases in which individuals had decided not to contribute money to the university because of the Carillon's editorial policy.

When questioned on this he mentioned senate gripes, and an independent survey which he said indicated the Carillon was having a bad effect on public opinions.

Charges were made that the Carillon was obscene. Leslie described the paper as an "indecent publication." When asked for specifics on this charge by Carillon editor, Don Kossick, Leslie replied: "Read the paper yourself."

Kossick rejected the charges and mentioned at the meeting that the Carillon has had "a deliberate policy of keeping obscenities out of the paper. . . . We are the only paper that I know of which cut the

so-called obscenities from the article Student As Nigger."

When Board of governors and administration representatives were unable to substantiate their charges of obscenity they moved on to the "tone of criticism" of content in the paper's articles on the provincial government and the university and administration.

Specific mention was made of the Carillon's story revealing that Public Works minister Guy received a student loan. They indicated stories like this interfered with the university's negotiations with the provincial government.

Leslie took exception to a Carillon editorial which described the board of governors as "bumbling buffoons." He asked editor Kossick if the members of the board were in fact "bumbling buffoons."

Kossick said the description had to be considered within the whole context of the editorial.

The students defended the student union and freedom of the press. They said they did not want to see censorship introduced.

When union president Ralph Smith commented that there were other union activities than the Carillon, Principal Riddell said that was the first argument he had heard in favor of the continued collection of union fees by the university.

At the meeting there were two board members; the principal; and eight students, from the students union, the student newspaper, and presidential candidates.

**Inside**  
**"NO COMMENT"**  
**absolutely no comment!**



A statistical report of failure . . . more on the Education department pages 4 & 5.

## Students And The Law - University Won't Intervene

-Hicks

Dr. Henry Hicks told the Student Government dinner March 2, "The university can no longer stand between the student and the law of the land."

Citing the fact that there now are more than a half-million dollars worth of moveable items within the university, he said, "The University has become too large to be able to deal with these law-breakers."

He told those at the dinner that the opening of the new SUB building the Students Union was also in danger of being the victim of large losses through theft.

Dr. Hicks said he was especially concerned and disturbed over the fact that articles had been purchased from the Dal bookstore using forged cheques. "In this case, the police have been called in, and

they are working with handwriting experts to discover who is guilty. It is a terrible thing when a student, perhaps entering the future of Law or Medicine, will throw away his future career for 30 or 50 dollars worth of books." He added that a student from any faculty would find his job opportunities severely limited when he graduated, if he had a record of such a conviction.

Dr. Hicks noted that Dalhousie's situation was not unique; the U.S. state universities, as they grew, also found it necessary to refer offences to the official authorities.

While he recognized that many of these offences may have started merely as pranks, President Hicks said that in light of the present situation action had to be taken to protect the interests of both the students and the university.

## "Painstakingly Designed" Evaluation begins soon

By LINDA BAYERS

Last year a course evaluation, given by Student Council, was distributed in about 150 undergraduate courses. But since the questionnaire was inadequate in scope and detail and student response was poor, the data was not very meaningful. This year the whole approach will be new.

The project is called Undergraduate Education Evaluation. It employs a questionnaire, "painstakingly designed", with the help of a large group of students, professors and education experts in such areas as curriculum development and statistics. The evaluation will be an objective, independent, academic study dealing with all aspects of undergraduate education.

It will measure student expectations and opinions on:

- (1) university objectives in liberal arts and science education.
- (2) department's objectives; i.e. for liberal arts education in History, French, English, etc.
- (3) instructors' objectives for individual courses on all levels.

Students will be asked to assess the programs being used to fulfill these objectives. There will be other questions on undergraduate education in general.

Bob Daley, chairman of the evaluation program, asserts that every attempt has been made to make the evaluation as comprehensive and effective as possible. Daley would like any opinions or suggestions to be sent to him by letter. The address is: The Undergraduate Education Evaluation Committee, c/o Student Council Office, Dalhousie.

Students are reminded that "if they exhibit a mature and serious attitude in answering the questionnaire, the data will be more useful and accurate."

The evaluation will be run in about two or three weeks. The information should be available during the summer.

The Dalhousie GAZETTE Literary Supplement has recently been published. A copy may be obtained from the GAZETTE office. No purchase fee is required. Please get yours now, as they will be going quickly.

# The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER



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## Where were your leaders?

On the weekend of March 8, the Nova Scotia Union of Students held the first general meeting since its foundation last year. All member schools were represented -- except Dalhousie. Because this was the first conference at which the union decided on a list of issues to be dealt with, it is especially unfortunate that Dalhousie was not represented at all.

A chief issue was the proposed foundation of a co-operative bookstore -- probably to be built in Halifax -- which could result in lower book prices for Nova Scotia students. Dalhousie Council has recently completed a study of the bookstore on campus, and the information about this study could have clarified issues for the benefit of all. As it was, the delegates were unsure whether or not such an enterprise would be financially feasible, and the project was dropped.

As the major Halifax university in the union, there is no doubt that Dalhousie should have a special interest in the social problems of the city. The question of slum conditions in Halifax and in particular the problem of slum landlords, was discussed at length. The result? St. Mary's has taken the leadership in study in this field. One must now wonder, unfortunately, whether Dalhousie will take any action on this at all.

When a union such as this is discussing finances, and particularly the per-student levy which the individual universities contribute, it seems that Dalhousie -- the biggest institution and thus a primary contributor -- should be present, at least to know what it is being committed to pay.

Dalhousie was not alone in its absence. The president - elect and the external vice-president-elect of the King's college union avoided the conference as much as possible. However, their absence was not as serious - King's was at least still represented by the old executive.

Whether the Dalhousie absence was caused by lack of interest or of responsibility, or, more probably, from inefficiency and poor communications, the new executive should see to it that such a failure does not occur again.

## Frozen feet not enough

Five hundred students marched on the Legislature chanting "Freeze the Fees!" but all they froze was their feet. Residence fees will be up about \$100 next year.

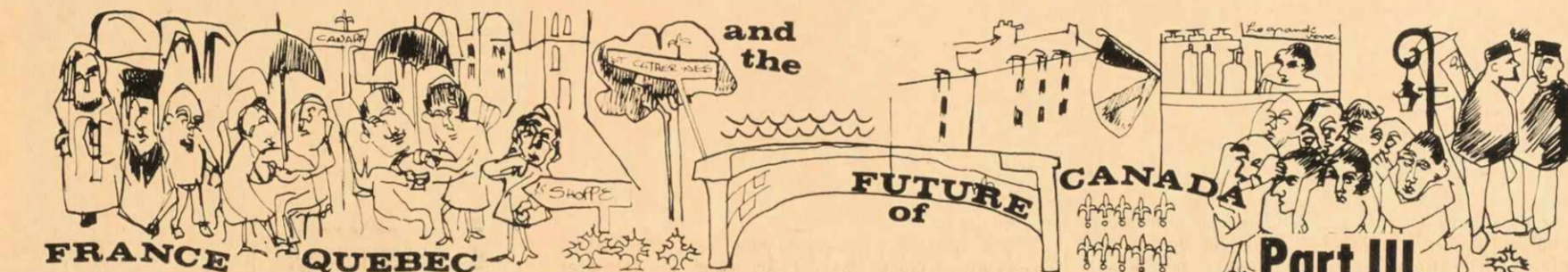
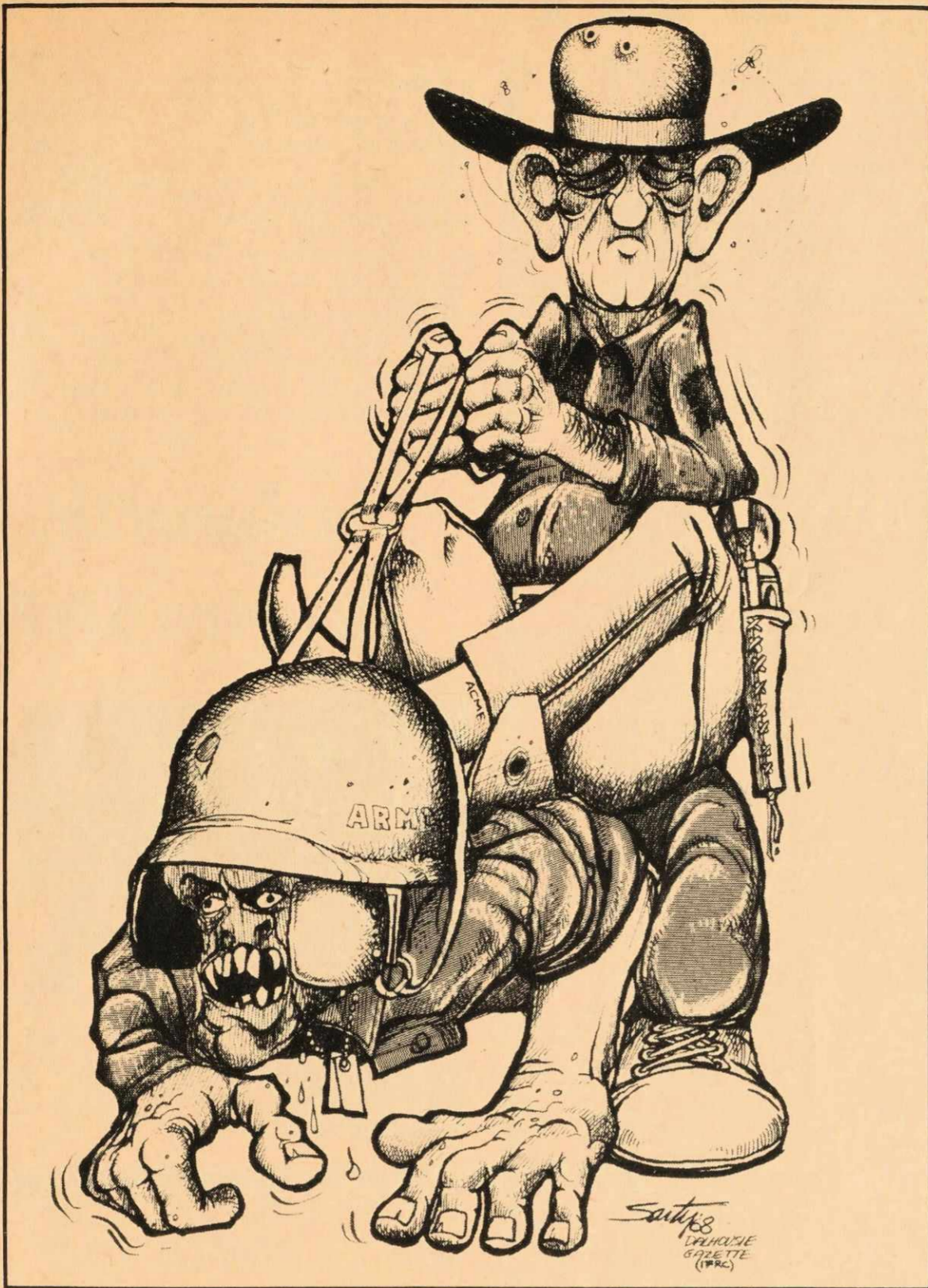
For most students living in Residence, this will mean tightening their belts and borrowing more money to meet next year's expenses. But for hundreds of students graduating from high schools in Nova Scotia this year, it may mean the difference between attending university, or ending their education at Grade XII.

This is especially true for students from outside the Halifax County area -- the majority of Nova Scotian students -- who come from regions with lower average income than the urban areas. They are under a double disadvantage: they are unable to save money by living at home, and most of them have relatively little chance of drawing on their parents' resources in order to go on from High School.

Thus the decision to raise residence fees is not only a disadvantage to all resident students. It also helps preserve university education as the privilege of the well-to-do, rather than making it accessible to all who are qualified to enter. Three quarters of all Nova Scotian students come from families in the upper half of the province's economic brackets.

There is little that Dalhousie -- or the other universities which are making similar fee boosts -- can do to help the individual student. If all qualified high school graduates are to have equal opportunities for attending university, the provincial and federal governments must take immediate steps, first, to remove the problems preventing almost all students from low-income families from entering college; second, to prevent financial problems from interfering with a student's education when he is already at university.

In the short run at least, marching and presenting a brief have not brought necessary government action. Unless the recently-opened student-government-university dialogue shows considerable results soon, Nova Scotia's students will have to seek more forceful ways of presenting their needs before the people and government of this province.



by ANDRE ROSSINGER CANADIAN DIMENSION

Canada consists of two nations within one Confederation. However, the word nation, in modern terms, means more than a common bond which history has forged on the basis of language, value systems, heritage and common suffering and expectations. It also means a transcending, intensive and genuine common concern for the social well-being and progress of every member of the nation. Therefore, it also means an increased effort to create public opinion within the nation in favour of political power as an economic lever for the required social transformation, a common endeavour to implement it and collective involvement in checking the result and the distribution of its benefits. Whoever accepts these two aspects of modern nationhood in theory but betrays their practical implementation is a false national leader.

Progressive concepts of nationalism mean a sense of national identity without self-centered exclusive attitudes. They are for genuine international co-operation but against becoming or remaining a direct or indirect appendix and tool of a power block. They are concerned not only with the cultural but also with the economic foundations of this national sense of identity. Progressive concepts of nationalism promote a high sense of belonging, participation and decision-making through political and economic democracy. They also promote peace by supporting any movement, at home or around the world, which weakens and finally eliminates the political, economic and military grip of power blocks, thus eliminating the main cause of cold wars and world wars, untold suffering and destruction, and social and moral degradation. Progressive concepts of nationalism are an integral part of our age's humanism. They uphold not only the dignity and rights of the individual but also the dignity and rights of the community of people freely formed, as a national, ethnic or social entity. Personal

freedom, collective self-determination and international co-operation are interlocked aspects of a more mature world.

A move in that direction has to start within every country and within every individual; this, of course, includes Canada and Canadians. All this calls for the creation of mature public opinion, the election of new decision-makers and a series of new decisions among French and English speaking Canadians for a new Canada.

Such a Canada would be more than a state but a true homeland for French and English speaking Canadians who together will succeed where separately they would have failed.

This demands an accelerated process of awakening among English and French speaking Canadians. In this regard a new constitution can act as a powerful stimulus. A Canada-wide discussion about a completely new type of constitution, new in character and content, would steer French and English-Canadian public opinion into serious thinking, re-evaluation and constructive self-criticism. In order to achieve this new consensus of public opinion and reach these new decisions the draft of the new constitution should not only be a legal documentation of a contemporary concept of rights and obligations but should also include a realistic vision of a new Canada with firm guide lines to be used in reaching this goal within the near future.

All this constructive work will lead to rearrangements of the political spectrum in Canada. The three leading parties of present day Canada, the Progressive Conservative, the Liberal and the Union Nationale Parties will be weakened because people will recognize that they are political fronts and instruments for hidden dictatorships by different sectors of the same power elite. Their aim is to preserve their rule by periodically adjusting their

## U.S. President

# Will Congress choose the next one ?

By BOB CHODOS  
Canadian University Press

BALTIMORE (CUPI) - In increasing numbers, Americans are looking nervously at their tattered copies of the United States Constitution to see what it really says about what happened when no candidate for the presidency gets an absolute majority of the votes in the Electoral College.

What it says is this: "... and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice."

Incredibly, one has to go back one hundred and forty-years to find an election in which no person had such a majority; in 1824 the House ignored an Electoral College plurality for Andrew Jackson and chose John Quincy Adams. Since then, the political inertia of the American people along with the built-in biases of the system have suffered to keep this anomalous provision from ever being used. Until recently, only political scientists had been more than dimly aware of its existence.

But now, no discussion of the upcoming election is complete without mention of the possibility of its being decided in the House of Representatives. Perhaps because even hardened observers of the American political scene find the prospect of a Lyndon Johnson - Richard Nixon - George Wallace campaign too depressing to write about, most of the major columnists have taken a look at it. What they have seen provides little consolation.

First, the section of the Twelfth Amendment quoted above is vague enough to make Paul Martin talking about Canada's policy toward China sound crystal clear. The main difficulty lies in the word 'immediately'. At the time the vote in the Electoral College will take place, in mid-December, the new House of Representatives will have been elected but not yet sworn in; members of the house elected in 1966 will still hold office. If 'immediately' is interpreted literally then the new President will be elected by that House. Common sense says that the House elected in 1968 should choose the President. The difference could be crucial if, as is far from unlikely, the Republicans capture control of the House in November. Who becomes President could then depend precisely on which House of Representatives made the decision; a Democratic outgoing House would be unlikely to decide on the basis of fairness and common sense to leave it to its newly-elected Republican successor.

## Letters to the editor

### "pause before we damn"

To the Editor:

I would like to speak to you and express the view of a graduate of your department who has been teaching for a number of years.

At the outset let me say that those of you who are critical of your courses are not unique. Your predecessors at Dalhousie, I being one of them, and your colleagues in those education departments with which I am familiar in Canada, the United States and Germany experience the same frustration as you are now experiencing.

I know it well. Here you are, having suffered through four successful years, or perhaps, as in my case, more than four semi-successful years, of high powered lectures; then this year in education. A year which seems at the time to involve a great deal of "Mickey Mouse work"; far below the level and the dignity of one who can now write B.A. or B.Sc. after his name.

Let's pause before we damn the course, the instructor, and the administration. We in education have chosen a unique career; one which will require every bit of maturity we have, or should have, developed through four years of undergraduate work. However, and this is my main point, we must now learn how to communicate with children; we must now learn the difference between lecturing and teaching. We will be helping young children develop concepts of counting, addition and multiplication; not lecturing to them on the differential equation. Yes, at least from one point of view, it is a come down from Middle English Chaucerian to the stories of King Arthur and the Round Table a la grade four. But, if you are an effective teacher the interest you engender through King Arthur will be much greater than that stirred up by your first reading of "The Prologue" in Middle English.

Yes. You are right. Only experience will enable you to become a great teacher. However, the year you spend in the education department doing what

then seemed to me and now seems to you to be "Mickey Mouse work" will provide you with the skills you must have to survive in the very tough world of the classroom long enough to accumulate that experience.

But this is only part of your course. Don't you wish that some of your high powered profs knew more about examination techniques, the proper use of audio-visual equipment, and the organization of lectures? I will guarantee that your pupils will appreciate your education course, if perhaps some of you at the moment do not.

How does your department stack up nationally? Dal's education degree is not only recognized but highly respected in every province in Canada. However, it is, like all other departments, not perfect. Part of being associated with the university as a student or professor is the duty of being critical of what we and our associates are doing. I have no doubt that Professor Mowat would welcome any positive suggestions on how the department's program could be improved. But, may I suggest that such criticism should keep in mind the prime purpose of this year in education, that is to bridge the gap between the ivory towers of the university and the teaching situation in the classroom.

After being exposed to a number of education departments and putting to the test in the classroom the methods in which Professor Mowat and his staff successfully instructed me, in spite of my resistance at the time, I am now both very grateful and proud to be a graduate of Professor Mowat's Department of Education, Dalhousie University.

May I close with the wish that you also will find teaching to be a rewarding and satisfying career.

Sincerely yours,  
John D. Connelly.

## Went over some person's head

To the Editor:

After reading, in the Gazette issue of February 22nd, the article of Andre Rossinger on France, Quebec and Canada, I wish to make two remarks

concerning: 1) the use of French in Canada, 2) the attitude of French Canada towards France. These remarks may be of interest to young Canadians concerned with the future of their country.

It is true that De Gaulle has in mind the building-up of a third block to counteract the influence of the United States, Russia and China. But this third block is essentially a language block, called "la francophonie", made up of French speaking countries that have strong cultural links with France; one of the strongest supporters of this block is a long-time friend of De Gaulle, President Senghor of Senegal. His last visit to Canada, in September 1966, to promote "la francophonie", met with little response, if any, from the Federal Authorities in Ottawa. However, the interest in French language is now growing rapidly; the political implications behind this growth illustrate De Gaulle's idea that the French language carries with itself a rich and penetrating cultural development. To be fertile, this cultural wealth must be put into favourable ground. Are the French Canadians willing to give up their "joual" and speak what they have consistently branded as "Parisian French", which is actually International French?

My second remark concerns the attitude of French Canada towards France. Mr. Rossinger points out that conservative elements in French Canada have, for a long time, shown an attitude of deep mistrust towards France. I should like to stress the irony of the present situation in Quebec, simply because this irony should make us, outside of la belle Province, stand a little aloof from the present honeymoon between De Gaulle and Quebec; that honeymoon has not always had, if I may say so, a taste of honey. In fact, if Mr. Rossinger thinks De Gaulle has, for a long time, been a "persona non grata" as far as English Canadian opinion is concerned, I suggest that the deep mistrust of Conservative French Canadians towards France was actually centered on De Gaulle himself. During World War II, two special envoys of De Gaulle to Canada, Elisabeth de Miribel and Admiral Thierry d'Argenlieu were all but welcome in Quebec. Had it not been for the financial and moral support of the late painter Percival Tudot-Hart in Quebec City, Admiral d'Argenlieu would not have been allowed, as De Gaulle's representative, to address the Institut Canadien in 1941. During and after World War II, the "persona grata" was, for many a French Canadian, the Head of the Vichy regime, Marshall Petain. Therefore, De Gaulle had many staunch enemies in French Canada. His visit to Quebec in 1960 was a far cry from that of 1966. De Gaulle must have been more than pleasantly surprised to see the drastic change in the two official receptions, six years apart. No wonder it went to his head; in fact, as we know, it also went to some other person's - I say person's - head, and even over it.

The evolving consensus of public opinion among English and French speaking Canadians must simultaneously achieve two things: removal of the old decision-makers and their replacement by new ones. A democratic check, counter check and follow-up should guarantee that the power of the new decision-makers who act on behalf of the people will not be abused and that the path toward a new Quebec and new Canada will not be blocked.

To build a new Canada, a true homeland for the English and the French speaking Canadian, is indeed a multi-dimensional task. Petty politicians, in the big shoes of power, double dealers, those who feed public opinion with half truths, leaders who castrated the "quiet revolution" in Quebec and leaders of to-day's neo-Duplessism are all obstacles on the historic highway leading to a new Quebec and a new Canada.

There are other possibilities as well. The Vice President, when there is no majority, is chosen by the Senate, which is Democratic and will remain so after this election. Richard Nixon as President and Hubert Humphrey as Vice President? Or, more improbably, Eugene McCarthy and Ronald Reagan? It becomes easy to see why in 1968 election pundrity is a more popular game than ever.

Yours Sincerely,  
Dr. C. Treil.

system has always done well, and that is to avoid tearing the country apart despite the existence of serious divisions between groups of its citizens. The way it has done this has been quite simply not to provide an outlet for the issues that cause these divisions; American presidential elections are instead decided by the most trivial and extraneous factors. The potential disastrous consequences of this sort of arrangement have usually been avoided because, at bottom, a remarkable degree of consensus on fundamentals has always existed in this country, and such mechanism as the Electoral College have only served to provide a further smoothing effect.

But when thousands of people feel that their only hope of obtaining justice lies in shooting people and burning down buildings, and when thousands more are ready to break laws because they feel their country's foreign policy has lost all touch with sanity, it is a sign that the broad consensus is beginning to tear at the seams. And if the political system's response is first a choice among Johnson, Nixon and Wallace and then the election of a president by a confused and patently undemocratic method, the tragicomic events that will result could deal this country a blow far more serious than anything the National Liberation Front has yet been able to come up with in Viet Nam.

# CANADA CAMPUS REPORT

## MCGILL B OF G TO REVIEW SRC FINANCES

MONTREAL (CUP) — Student leaders Feb. 26 warned McGill's board of governors against tampering with the Students' Society's financial structure. The board announced Monday the formation of a committee to review the way the Student Society collects and distributes its funds.

At a Monday night meeting student council strongly opposed the formation of such a committee, and asked the board to drop the whole idea.

Said Students' Society president Peter Smith: "There is an implication of bad faith in this suggestion of a review of the collection agreement. This committee threatens the very existence of the Students' Society."

McGill students now pay a compulsory \$24 society fee at registration, which the university then hands over to student government, according to a long-standing agreement between the society and the university.

According to internal vice-president Danny Trewick, principal H. Locke Robertson had said at a private meeting two weeks ago: "Some of your (Student Society) activities are valuable but we will have to look into the problem of differential distribution."

Trewick interpreted this statement and others to indicate the administration intends to destroy the McGill Daily in one way or another even if it means destroying the Student's Society as well.

Trewick accused the administration of intruding on purely student concerns.

"The term confrontation politics has been blabbered around by the administration to refer to actions of some of the students," he said. "But this move is the most blatant example of confrontation politics I've ever seen."

DAILY editor Peter Allnutt agreed the move was designed to get at the DAILY, which has been a thorn in the administration's side for several years now.

Allnutt claimed the chief cause of the action was an article published Feb. 9, dealing with the association of members of the Board of Governors with firms producing raw material for use by American forces in Viet Nam and other war zones.

## Intellectuals Gather

Intellect in Halifax? A resounding yes! The Halifax branch of Mensa Canada is in the process of establishing itself. Mensa is an international intellectual organization with chapters in Spain, England, the U.S., Germany, France, and several other countries, including, of course, Canada. The only prerequisite for membership is intelligence; this is defined as possessing an I.Q. of 148 or above on the Cattell scale, or the equivalent if a different test is taken.

What does Mensa do? Anything. Its primary purpose is to gather intelligent people together. From then on, it's up to the members to decide what they want to do and how they want to do it. This independence and individual initiative is Mensa's strength. No activities are imposed on the individual member - in fact, it's up to him to find out what he wants the organization to do. It's a sort of an elitist participatory democracy.

Mensa-Halifax is less than a month and a half old, but it is rapidly becoming a concrete reality. It numbers about fifteen members, subject to change without notice. Its first social event, a B.Y.O.B. party for members and their guests will take place March 11 in the Park Victoria. The success of Mensa-Halifax depends largely upon the size and variety of its membership. There are from 50 to 100 people in Dalhousie who can qualify for membership (this is merely a rough estimate). If anyone is interested in joining Mensa, or finding out more details about testing, they can phone Bill Cassie, at 423-5944. Join. You are growing very sleepy, your eyes are heavy, you are sound asleep, join.

The administration's reaction to council and Daily charges was not available.

A tri-partite commission of students, professors

## LOYOLA MAY HAVE TO CLOSE

MONTREAL (CUP) -- Loyola College is \$7.5 million in debt and may shut its doors next September. Student council president Graham Nevin plans to ask students to withhold fees for the coming year until the Quebec government bails the university out.

Quebec has not yet recognized the 3,100-student institution as a university. It gets operational grants as a classical college at a rate of \$550 per student. Universities receive grants based on \$1,500 per student.

The administration has been asking for a university charter for ten years, with no luck. The government has promised to review Loyola's case this month prior to release of the provincial budget. But the government is in a dilemma. If it recognizes Loyola as a university that makes three English universities -- Loyola, McGill and Sir George Williams -- in Montreal to one French one. On the other hand, if they don't increase Loyola's capital and operating grants, it will fold up and its buildings will be sold to pay off debts.

Nevin hopes to dramatize the plight of Loyola in order to force the government to act.

"If the government doesn't come forward with more money," he said, "We will just have to shut the buildings next fall so that public sympathy will build up for our cause."

"We are, in fact, a university, but the government is giving us peanuts," he said.

Loyola's claim to university status is debatable in the Quebec context. With the new two-year colleges between the secondary and university levels, Loyola is considered by some to be a beefed-up college, similar to several of the province's classical colleges. It does not yet offer graduate degrees, and its engineering schools offers only the first

three years. Yet its degrees are recognized through English North America.

Loyolans receive their degrees through the Universite de Montreal as do a score of classical colleges.

Their fees are also inflated -- \$590, second to only to McGill, which, at \$630 has the highest fees in Canada.

Student leaders called a meeting for Tuesday (Mar. 5) to discuss the whole question.

## SFU STUDENTS GET PROMISE OF B. OF G. OPENESS STUDY

BURNABY, B.C. (CUP) Mar. 1 -- A crowd of 150 Simon Fraser University students confronted their board of governors Friday night (March 1) in an attempt to force open its meetings, and came out with a compromise.

The ten-man board listened for 90 minutes as a student delegation asked for open meetings. The rest of the students, many of them members of the Students for a Democratic University, milled around in the corridors outside the board room.

After a three-hour in camera discussion following the delegation's appearance the board announced a three-man committee would meet with the new student council executive to discuss open board meetings.

The decision was greeted with disapproval by most of the assembled students, who had planned to hold a general meeting March 6 to discuss the issue.

Students viewed the board's move as a delaying tactic, since council elections won't be held for another six weeks. The former student council resigned after an impeachment vote taken among 1339 students at a general student meeting Feb. 29. The board's committee will be local racing executive Jack Diamond, justice Angelo Branca and Richard Lester, all board members.

The delegation of students included student senators Simon Foulds and Stan Wong, who is also acting student president, teaching assistant Martin Loney, who was the center of another faculty-board of governors dispute last spring, SDU member John Cleveland and student councillor-at-large Bill Engleson who originally proposed the mill-in.

The board also allowed eight observers to sit in on the meeting. Students were generally orderly and even cheered board members as they arrived for the meeting.

The impeachment of student council came after charges of council opposition to the board of governors mill-in, and a \$5,000 deficit in the budget.

Student council president Arthur Weeks resigned two weeks ago, claiming the council was not close enough to the students.

## STUDENTS WIN - PROFS REHIRED, BOARD SET UP

TORONTO (CUP) -- Mar. 1 -- Striking students at the Ontario College of Art have forced the administration to come to terms.

The college has rehired two instructors who were fired last week for supporting student grievances; a student-faculty-administration board has been promised to study curriculum changes; a study will be made of the college's governing structures.

These measures were announced in the Ontario legislature Friday (Mar. 1) by education minister William Davis, ending two weeks of strife and eight days of class boycotts at the college.

Davis earlier in the week refused to intervene in the ruckus, claiming this would be an infringement on the college's autonomy. But he agreed to speak to the students Friday after 1,100 students paraded to the legislature demanding he take action.

Students made three demands: that two instructors be reinstated; students be given a voice in hiring and firing; and that they be allowed to participate in curriculum changes and planning.

All but the voice in hiring and firing has been granted, and it may come out of the study of the college's structure promised in the minister's statement.

Said Canadian Union of Students associate secretary Colin Leonard: "It's a clear victory for student power."

## Council talks Evaluation

SHARON COOK

The new Student Council for 1968 - 1969 held its first meeting February 28th. Due to illness of the incoming President, Randall Smith, the chair was taken over by Vice-President, Jim Barlow.

Plans for this year's Course Evaluation were discussed with the chairman of the committee, Bob Daley. Daley felt the major reason for failure of last year's committee was the breakdown in communications with the Administration, and the underestimated task of completing the vast project. This resulted in mistrust and resentment on the part of many Senate members, in allowing the students another chance. To avoid a second mistake, and to alleviate some Faculty apprehensions, a new approach has been undertaken this year.

Much time has been spent researching the programs, and the results of efforts of other universities in this endeavour. Much more consultation with Dal professors, Heads of Departments, and Deans has been carried out. This has resulted in a completely revised format covering student-professor-course relationships more fully.

Daley stressed the importance of such information to the university program. "It enables the administration to discover areas of discontent or inadequacies and to alleviate these problems, and therefore increase the communication between students and staff." After Daley's report, the Council listed priorities for their year of office. These include: a select committee to examine Student Union reorganization, an examination of University Community Planning participation, a resolution respecting the appointment of a Student Union information officer, a resolution respecting Course Evaluation Committee, an investigation of Residences.

and administrative officials who are studying the nature of the university asked the board on February 20 to halt its proposed review.

A statement issued Tuesday, approved unanimously by the commission, said: "It is the intention of the tri-partite commission to report on the financial relations between the university and the Students' Society as a natural part of its work."

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# DAL B.ED. SCORED

Simon Fraser

## Other Education Courses Advance

BURNABY, N.B. (CP)—At Simon Fraser University "teacher training" is not called that anymore. It's the professional development program. The new name matches a new concept in learning.

Student teachers, instead of spending half their training being lectured at and then going out for a period of practice teaching, start off in front of the classroom.

The system is largely the brainchild of Dr. Archie R. MacKinnon, dean of the university.

"Dominant feature of the program," said Dr. MacKinnon in an interview, "is the belief that if a teacher is to be successful, he must take responsibility for his learning."

The dean said he does not believe that an endless series of impersonal lectures from a professor in a large auditorium can teach future teachers either their material or how to communicate it.

### NO SEPARATE FACULTY

"We have no courses in methods," he said. Education never ends. It is one of the inevitabilities.

"You can't separate, compartmentalize, education. So we have no faculty of education building; the faculty operates within the total community of the university."

About 400 students have enrolled for the professional development program. The training course lasts one year—three 16-week semesters—and the student who enters it with a BA or BSc receives at the end a provincial teaching certificate for grades 1-12.

Students learning from four types of educationalists:

1. Associates in education, practising teachers.
2. Associates of the faculty of education—some 30 teachers who have left their schoolrooms on one year's leave to join SFU.
3. Professors of the education faculty—experts on staff who do not teach courses but hold seminars.
4. Teachers from other faculties.

Students are teamed into groups of three or four, each team spending eight weeks in the classroom of an associate in education.

There they co-operate in planning, presenting and evaluating lessons, under the professional teacher, who is given wide terms of reference with just two criteria: Is it good for the children? Is it good for the student teachers?

Dr. MacKinnon says the working teacher is forced to reassess his methods in order to pass them on; the teacher has contact with the fresh approach and imagination of his aides; the children get several extra teachers and the student teacher quickly learns by his experience, having a team of critics to advise him and being able immediately to put into practice all that he learns.

The second eight-week section, termed a reading period, is spent on campus. In one series of seminars the trainees discuss problems with other students under the tutelage of an associate or professor of the faculty. In another seminar, problems of general concern to teachers are discussed.

Simultaneously, the student teachers study and research intensively. Each, again under guidance from the faculty, works on a personal project.

### THEN GO TO WORK

In the third period the future teachers spend an entire semester putting into practice what they have learned. The student may be sent to any school in the province.

Finally, the trainee returns to the campus for his last semester, in which, under the guidance of his professors, he strengthens his area of academic specialization by taking courses in other faculties.

The plan is flexible and this is a basic premise of Dr. MacKinnon's philosophy.

The 41-year-old dean graduated at 19 from a formal course at Stratford, Ont., Teachers' College to find himself immediately principal of an Amish Mennonite school in Ontario. That called for flexibility.

Later he went on to take a BA in history and psychology from Queen's University in 1951 and an MA in educational psychology from the same university the following year. In 1957 he took a PhD in education from the University of Edinburgh.

Then he found himself working for Harvard in establishing education systems in African countries.

### ANYONE CAN LEARN

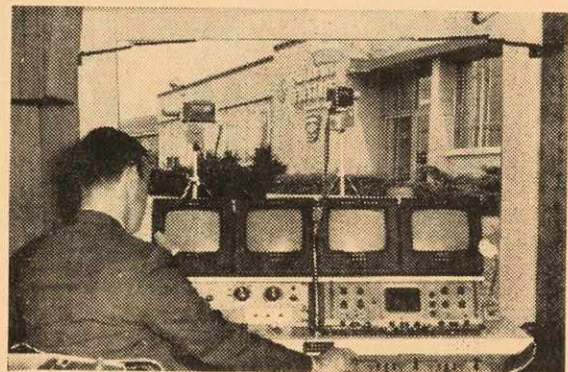
It was in this situation he discovered the uneducated person can quickly learn sophisticated skills by total involvement—far more quickly than he could by simply being lectured at.

Dr. MacKinnon said he found men taken right from their tribal backgrounds and immersed in a practical training program in hospitals could become trained diagnosticians in a short time—yet still could not read or write. After that they were keen to complete their formal education.

This is the basis of the SFU professional development, says the dean.

"One of the great difficulties in our society is that we are affluent; where you really have to develop intelligences, learning you can do it."

At University of Toronto, video-taped T.V. has been introduced to allow students to study their own faults in practice teaching. Here is shown both the studio and the mobile facilities now in use.



By KIM CAMERON

U of T

This week Peter Robson, a Dalhousie Education student, released his "Report on the Education Department at Dalhousie." Based on a survey of recent graduates of the Department, the report indicates that more than 40% of the graduates who responded find three of their six major courses were "of no value".

Moreover, 75% of the students who had taken the "History of Education" course found it "less than useful." Sixty-five per cent of the replies to the questionnaire indicate that the "Philosophy of Education (Ed. 101) was 'less than useful'. Ninety per cent of the students who took the Secondary Methods course found it 'less than useful.' These courses make up nine to twelve class hours a week for this year's education student.

Robson polled three hundred education graduates during the course of his survey. Twenty-eight questionnaires were returned as undeliverable. Sixty-six were answered, Robson says that this ratio is several times better than one can normally expect on a mail survey.

Robson initiated his survey following the criticism of the Education Department which was sparked by the Gazette in January. At that time, he wrote an article which said that he felt the Education professor is "teaching too many courses, often double the number of other departments." He criticized the "pathetic" facilities and equipment offered to the department.

There are many matters which, however, neither

the previous articles nor the Robson Report have brought out.

One is that during the last few years, the Dalhousie Department has lost Dr. Gillet to McGill, Dr. Quinlan (who left before the termination of his contract) to Calgary, Dr. Olson to U. of Toronto, and Dr. Moir to Dartmouth, and now Winnipeg. Dalhousie has not even been able to compete with the secondary school system in keeping these doctorate Professors within the Department.

The result is that of the present staff, two out of eight hold doctoral degrees. This does not however, prevent our Department from itself granting a Master's degree in Education. It is also important to note that no other realm of the university has less than a one to one Doctoral-Masters ratio.

Furthermore, the department has the most rapidly changing staff in the University.

The professors and their years of employment at Dalhousie are as follows:

|             |                   |
|-------------|-------------------|
| Blake       | 3 years           |
| R. Gamberg  | 3 years           |
| Poole       | 1 year            |
| Engel       | 1 year            |
| McDonald    | 2 years (leaving) |
| Karagiannas | 2 years (leaving) |
| Marriot     | 2 years           |
| Mowat       | 29 years          |

The shacks which now house the department were "temporary" in 1943; the Dalhousie building plan predicts that the Tupper Building will have a three million dollar parking lot before a new Education complex is constructed.

## French-English relations in UGEQ- an analysis

Editor's note: The writer has attended all three annual congresses of UGEQ as a delegate and later as a reporter.

By D. JOHN LYNN, Canadian University Press

"Pierre, why do you keep on making those silly speeches? Why don't you make a bomb?"

Pierre Bourgeault, Quebec's separatist leader of the Rassemblement pour l'Indépendance Nationale (RIN) tells this story about a friend of his to point out a certain sense of futility among many Quebec nationalists who are only too aware of the many contradictions in Quebec. Here's one of them.

Eighty-five per cent of Quebec is French. But the 15 per cent Montreal English make up half of the province's university students. Reason enough to make a bomb? Boom!

The phenomenon of English Montreal's predominance in education and other areas of Quebec society is not new. The English have held sway in Quebec since the conquest of 1759, the defeat of the French on the Plains of Abraham.

Like true conquerors the English retreated to the farms -- partly at the urging of the catholic church, partly because the English took over the reins of industry and commerce -- and are only now succeeding in breaking the English's hold on the province. In the midst of this struggle comes the syndicalist union of Quebec students, l'Union Generale des Etudiants du Quebec.

Formed in 1964 after Quebec's three French Universities -- Laval, Sherbrooke and Montreal -- withdrew from the Ottawa-based, Ottawa-oriented Canadian Union of Students, it now groups 55,000 students from Quebec universities, classical colleges, trade schools, teachers colleges, nursing schools, and the new general and professional public colleges (CEGEPs) into a cohesive syndicalist union. UGEQ is working hard to maintain the progress of the

Quiet Revolution which began along with the bang of separatist bombs over four years ago.

UGEQ's contradiction is the presence of 22,000 English students in its ranks, representing a third of the union membership. They have joined with other students in the province to shape policies for Quebec's future development, which in many cases implies the destruction of the English Empire in Quebec which has run, if not ruled, that province since 1759.

### The Laval Congress

Delegates at UGEQ's first congress at Laval University in the fall of 1965 debated applications for membership by three English universities at length. Some argued if the English entered the union they could form a voting bloc approaching 40 per cent (at that time) and make UGEQ another sterile forum for debates on Canadian confederation. This was not their aim when the French students had formed the union six months earlier at their founding congress.

They had formed a Quebec student union of French members; its official language was French; its orientation was Quebec; its policies uncompromisingly left; its philosophy was syndicalist, based on the Charte de Grenoble of the national union of students of France (UNEF), and they planned to operate in the same way as trade unions, often in direct collaboration with them. The English could force a compromise on all of this.

Not so, said the pro-English. The Quebec French didn't withdraw from the Canadian Union of Students because it was dominated by English students. It's policies were judged to be simply not relevant to the realities of the Quebec situation. And, as education is a provincial responsibility, a federal lobby had little relevance to students who saw their main priority as educational and social reform.

In its application bid McGill accepted the orientation and policies of the union, including unilingualism. The majority sets the rules, they said, and we'll join the union on your terms.

### The English Join UGEQ

The vote on McGill's application was not even close. Sir George Williams and Marionopolis College were also accepted at the same time. (In a referendum soon after, McGill students repudiated their executive's move to join the union, mainly because UGEQ was unilingual. They changed their minds a year later however, and McGill re-applied and was accepted back into the union at the Sherbrooke congress in February, 1967. Loyola also joined UGEQ in Feb. 1967, leaving ultra-conservative Bishop's University the only Quebec university outside the union.

### Bilingualism bids

At the Sherbrooke congress Sir George Williams prepared a brief calling for recognition of English as a working language. An ill-conceived effort, the brief cited several ambiguous statements by the retiring UGEQ executive to support its case. That the Sir George delegation felt a need for such a brief in itself points up a deep feeling of resentment of their new-found minority status in the new Quebec.

It is a unique situation where English students are forced to speak in a debate in French -- often stumbling, halting, embarrassed French -- while some Quebecois sit back with a smug smile on their lips, listening. For too long the shoe has been on the other foot. After 200 years on the receiving end of unilingualism, it must have been very satisfying for the French to have the English come to them on their terms.

The Sir George bilingualism brief never did get to the floor; it was dropped at the request of the McGill delegation, which feared it might harm their chances of getting in to the union again after their students had vetoed UGEQ on the language question a year earlier. McGill's membership application was accepted at the plenary session, with only one dissenting question from the floor: "Are they ready to speak French now?"

The answer was a silent yes.

Isolated instances of French-English conflict persist in UGEQ, cropping up mainly at congresses. In February of this year at the Sir George Williams congress McGill tried to place a two languages motion on the agenda without first steering it through a commission. They failed to muster a needed majority to even place it on the agenda.

### Participate in Quebec

On the other hand, Sir George's Jean Scotte stole the show with a motion calling for the teaching of French in English schools beginning at the primary level, "in order to allow the English community to participate more effectively in the development of Quebec society." A half-minute of stunned silence gave way to a loud cheer. The motion passed unanimously but, as one delegate said later, "some (French) delegates appeared to regard the motion as capitulation by the English." Or did he himself regard it as capitulation?

Language a red herring. Many English students on campus regard UGEQ in this light. But it is becoming increasingly evident that the union itself is putting off the race conflict in favor of other, higher, objectives. Only limited gains are possible on this front, they argue, and these mainly at the expense of the overall effectiveness of UGEQ's syndical activities. UGEQ's main concern is educational and social reform, not the Canadian constitution.

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**CAMPUSBANK**

## SNCC, Black Panther party merge

By JANE McMANUS, (Reprinted from The Guardian-CUP) Oakland, Calif. -- The Student Nonviolent Coordinating Committee (SNCC) and the Black Panther Party for Self Defense, two of the best known militant black groups in the United States, have merged into one organization. The merger, of greater significance to the black freedom movement in the U.S., was announced at a public meeting here late last month, called to celebrate the 26th birthday of Huey P. Newton, the Black Panther's "minister of defense." Newton's peacock chair was center stage and empty. He sat in Oakland jail while 6,000 supporters packed Oakland auditorium, singing to him and shouting for his freedom. Newton was shot in the stomach, an Oakland cop killed and a second wounded in the early morning encounter last October. He was summarily indicted for murder, assault with a deadly weapon on a police officer, and kidnapping. Today, Newton's case is where it's at -- not only

in California but among militant black radicals across the country who view it as symbolic of the white man's intent. Some of them were present at the meeting: Stokely Carmichael and James Forman were swept to the platform in a deafening roar; moments later, a noisy evation as H. Rap Brown -- appearing unexpectedly -- took one of the chairs on the platform's celebrity row. (Brown was jailed when he returned to New York Feb. 20 for alleged violation of bail, which prohibited the California visit). The audience -- two-thirds black -- evidenced no surprise when Eldridge Cleaver, Black Panther "minister of information" and the evening's M.C., casually announced: "You've all heard bits and pieces about the merger of the Black Panther Party for Self Defense and the Student Nonviolent Coordinating Committee. Well, it's a fact." The SNCC speakers talked briefly about the merged group's first political premise that the white race is planning genocide against blacks.

Forman, introduced as international director of SNCC and minister of foreign affairs for the Black Panthers, argued for black brotherhood and intense organization to build "a mass political party that is not middle class but reaches down to all its field workers and across every ghetto." He also promised instant and specific retribution for assassination plots against black leaders: the destruction of war factories, police stations, power plants and protracted retribution on some governors, mayors and "these white piggy cops that occupy our communities." He placed himself as low man on a leadership totem pole that includes Carmichael, Rap Brown, Ron Karenga, Bobby Seale, and Newton. Meanwhile, the Black Panther Party proposes running Huey Newton in the Seventh Congressional District of Alameda County as a Peace and Freedom Party candidate. The proposal dramatically challenges the establishment and also the intent of the anti-establishment but basically white middle-class Peace and Freedom Party. Yet Cleaver's introduction to Peace and Freedom Party spokesman Bob Avakian, who strongly backed Newton's candidacy on a "Free Huey Newton" slogan, also reassured the audience that the Panthers "want freedom and we won't be taken over by anybody."

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**CAPITOL THEATRE**  
FRIDAY, MARCH 22

# BY RECENT GRADUATES

## A Report On The Education Department

By PETER ROBSON

In January of this year, the students of the Education Department began to voice their criticisms of their courses and the professors that taught them. The chief means of making this criticism public was the Dalhousie Gazette. When the various articles appeared, the reaction of the staff did nothing to indicate to the students that their criticisms were in any way wrong. For a period of two weeks, at the height of the "crisis," it was threatened that those students involved would be dismissed from the school. This did not seem at the time to be the reaction of a professionally mature and responsible staff. In time, these threats disappeared, as reason replaced the illogical panic which had appeared directly after the publication of the letters. However, despite the criticisms, very little seems to have been accomplished, it is as if the staff discounted any criticism by students, perhaps on the grounds that because we had never taught, we could not possibly know what was really needed in a professional training course.

To avoid this attitude, I took it upon myself to draw up a short questionnaire and letter. This was sent to three hundred graduates of the Department of Education at Dalhousie, all B.Ed. graduates from the years 1965 through 1967. A total of sixty-six answered, with twenty-eight more returned by the Post Office as undeliverable. The overall results of this questionnaire are included here as Appendix "A", with tabulations based on a total of sixty-four. The remaining two answers are included in toto, as examples of the types of comments which accomplished the answers, and are labelled Appendix "B".

I would like now to turn to the results of each individual question, bringing in some of the comments which accompanied them.

All figures are taken from Appendix "A", and all comments are direct references to one or more of the papers returned. They are not, I stress, personal opinions expressed by myself. If there is any doubt of this, all answers have been kept on file, and I would be pleased to show them to any interested person or group of people.

There is no need to make an involved interpretation of the first question for you. Over seventy-five per cent of the students who had taken the course agreed that the course in History was less than useful. It is not of any apparent value in the practical classroom situation. It was pointed out by several people that although the course was of little use professionally, it was very interesting. Others took a much stronger stand, saying that the course was totally useless, and in fact was even a poor history course. I feel that this difference is due to a difference of professors, a variance in the presentation of the material. At any rate, all agree that the course is of no professional use, and is only valuable as a general education, as interest to the individual mind. It is my conviction, born out by the questionnaire, that if we are being trained for a

profession, then all courses should be of some practical value to that profession. General education can, I think, be left to the individual at this stage of our careers. It seems that this course must be altered drastically before it will have any place in a professional course of any type.

The answers to the second question refer to the course titled, at Dalhousie, Education 101, The Foundations of Education. They are almost as damning as the answers to the first question, as sixty-five per cent of the replies indicate that the course was less than useful. The discussion of the justifications of this course is the same as the discussion which accompanied the first question. It also must be altered drastically.

Next, take a good look at the answers for question three. This question concerns the various methods courses, the ones that are supposed to teach students how to teach. At the secondary level, ninety per cent feel that the course is less than useful. The overall result is that eighty-five per cent of the replies indicated that the course was not satisfactory. What excuse can there be for this? The one course on the curriculum which specifically applies to the practical situation is without a doubt the worst in the department. This course must be changed.

Question four refers to the courses in Educational Psychology. There are two offered, one for students approaching psychology for the first time, and a second for those students who have already had at least one course in the field. The answers are scattered, with a slight overloading toward the bottom of the scale. The comments on this course seem to suggest that the courses are of some value, but that mistakes are being made in the handling and presentation of material. One of the professors in the department has suggested that his course, psychology, should not be given in its present form, but that it should be broken up into several courses. The elementary teachers would take a course in child psychology, while the high school teachers would take a course in adolescent psychology. While realizing that this would require more staff, perhaps part of the problem could be solved by making these courses part of the Psychology Department, which already has a staff qualified to teach these courses.

Question five refers to the course in testing and measurement, with some references made to guidance. Again the answers are scattered, but with a definite overload toward the bottom. Over half feel that the less than useful. I was not able to reach any definite opinion about this course, because very few replies commented on it. They seemed instead to skip over it. I do not know why, but that in itself deserves examination. This course also must be altered, so that it will become more relevant to the students, because the material is so essential to the proper execution of their job.

Questions six and seven speak for themselves. The only specific comment received pertaining to practice teaching was the recurring one that the time spent in the practical classroom situation should be longer. The time this year was increased to one full week in the fall term and three full weeks in the spring term. This is not enough. We should be looking ahead, not backwards thirty years. Why do we not follow the lead of Simon Fraser University, where the practice teaching period is four months? This is just one more course which must be changed before the Education Course at Dalhousie will be at all acceptable.

Question seven refers to the four courses, Education 10, Education 11, Education 12, and Education 13. The replies seem to indicate an even distribution of opinion as to the value of these courses in the practical situation. I would like, at this point, to stress the fact that the course treated most favourably in the replies, that is to say Drama, was this year dropped from the curriculum. We must be careful, when making alterations in the curriculum, not to take such a backward step, but changes must be made.

The results of this survey leave one who is in the Department of Education at Dalhousie as well, undoubtedly, as any student who is considering taking his B. Ed. at this school feeling totally helpless. We are leaving the Department having, perhaps, derived exactly the same benefits, and being no more qualified to teach well, as those who filled out the questionnaire. From their comments, it appears that many of the teachers wish now that they had questioned more openly, and to greater purpose, the courses they were taking. If this is so, then hopefully those students who are planning on becoming a part of the Department will learn this important lesson: the sort of questioning attitude so basic to education, and yet so foreign to those who now inhabit the shacks on the corner of Oxford and Coburg, is essential in the training of a teacher, and it is their duty to ensure that this attitude prevails.

The course in Education at Dalhousie is, unquestionably, one of the easiest ways yet discovered to add many thousands of dollars to one's lifetime income. This is enough, at present, to mollify many of those disappointed by their year at Dalhousie. But, as this past has shown, the student attitude is changing. The faculty must be prepared to change with it. The changes needed could be easily made if the Department would only look outside itself, at the various systems already in use, and shown to be better than the one at Dal.

There is, of course, already one big change in the works. Education is to become a four year course. This will be of some help to the student. He will no longer have to endure all the terrible courses in one year, but can spread them out. This is not the progress to which I refer. Despite all this, I want to teach.

Please indicate your answer with an 'x' in the appropriate box. Please consider your answers carefully in the light of your teaching experience. Try to evaluate the course and course content, not the individual preference or dislike you may have had for the professor.

- My course in the History of Education was
  - a)  very valuable
  - b)  quite valuable
  - c)  useful
  - d)  slightly useful
  - e)  of no value
- My course in the Philosophy of Education was
  - a)  very valuable
  - b)  quite valuable
  - c)  useful
  - d)  slightly useful
  - e)  of no value
- My course in Methods (Elementary or Secondary) was
  - a)  very valuable
  - b)  quite valuable
  - c)  useful
  - d)  slightly useful
  - e)  of no value
- My course in Educational Psychology was
  - a)  very valuable
  - b)  quite valuable
  - c)  useful
  - d)  slightly useful
  - e)  of no value
- My course in Testing and Measurement was
  - a)  very valuable
  - b)  quite valuable
  - c)  useful
  - d)  slightly useful
  - e)  of no value
- I found the Practice Teaching as set up
  - a)  very valuable
  - b)  quite valuable
  - c)  useful
  - d)  slightly useful
  - e)  of no value
- My course in Art (Music, Drama, P.E.) was
  - a)  very valuable
  - b)  quite valuable
  - c)  useful
  - d)  slightly useful
  - e)  of no value
- In your teaching experience what is the largest single problem you face from day to day. (If you cannot limit it to one then state the two or three most important)
- Were you led to expect this by the Department?
  - a)  yes
  - b)  no
- If not what were you led to expect?
- If you have any further comments which you feel may be of help to us or to the department please state them.
- What grade are you now teaching?
- How many years have you been teaching?

## Appendix "A" Statistical Report

1. My course in the History of Education was:

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 1 2%        | 0 0%          | 1 2%      |
| (b) 5 10%       | 2 13%         | 7 11%     |
| (c) 6 13%       | 1 6%          | 7 11%     |
| (d) 17 36%      | 3 19%         | 20 31%    |
| (e) 19 40%      | 10 63%        | 29 45%    |
| <u>48</u>       | <u>16</u>     | <u>64</u> |

2. My course in the Philosophy of Education was:

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 3 6%        | 1 6%          | 4 6%      |
| (b) 6 12%       | 1 6%          | 7 11%     |
| (c) 10 20%      | 2 12%         | 12 19%    |
| (d) 11 24%      | 3 19%         | 14 22%    |
| (e) 18 38%      | 9 57%         | 27 42%    |
| <u>48</u>       | <u>16</u>     | <u>64</u> |

3. My course in Methods (Elementary or Secondary) was:

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 2 4%        | 0 0%          | 2 3%      |
| (b) 1 2%        | 1 6%          | 2 3%      |
| (c) 2 4%        | 4 25%         | 6 9%      |
| (d) 20 42%      | 9 56%         | 29 45%    |
| (e) 23 48%      | 2 13%         | 25 40%    |
| <u>48</u>       | <u>16</u>     | <u>64</u> |

4. My course in Educational Psychology was:

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 7 15%       | 0 0%          | 7 11%     |
| (b) 9 18%       | 3 19%         | 12 19%    |
| (c) 8 17%       | 4 25%         | 12 19%    |
| (d) 9 18%       | 8 50%         | 17 28%    |
| (e) 13 27%      | 1 6%          | 14 23%    |
| <u>48</u>       | <u>16</u>     | <u>64</u> |

5. My course in Testing and Measurement was:

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 6 14%       | 1 25%         | 7 15%     |
| (b) 8 18%       | 1 25%         | 9 18%     |
| (c) 6 14%       | 0 0%          | 6 12%     |
| (d) 17 36%      | 1 25%         | 18 37%    |
| (e) 8 18%       | 1 25%         | 9 18%     |
| <u>45</u>       | <u>4</u>      | <u>49</u> |

6. I found the Practice Teaching as set up:

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 8 16%       | 4 25%         | 12 19%    |
| (b) 10 20%      | 5 31%         | 15 25%    |
| (c) 15 32%      | 5 31%         | 20 32%    |
| (d) 12 25%      | 2 13%         | 14 22%    |
| (e) 3 7%        | 0 0%          | 3 2%      |
| <u>48</u>       | <u>16</u>     | <u>64</u> |

7. My course in Art was:

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 3 38%       | 4 50%         | 7 44%     |
| (b) 0 0         | 0 0           | 0 0       |
| (c) 1 12%       | 3 38%         | 4 25%     |
| (d) 2 25%       | 1 12%         | 3 19%     |
| (e) 2 25%       | 0 0           | 2 12%     |
| <u>8</u>        | <u>8</u>      | <u>16</u> |

7. My course in Music was: - One answer only - Primarily level, quite valuable

7. My course in Drama was:

| Secondary Level | Primary Level | Combined |
|-----------------|---------------|----------|
| (a) 5 63%       | 0 0           | 5 56%    |
| (b) 2 25%       | 0 0           | 2 22%    |
| (c) 0 0         | 0 0           | 0 0      |
| (d) 1 12%       | 0 0           | 1 11%    |
| (e) 0 0         | 1 11%         | 1 11%    |
| <u>8</u>        | <u>1</u>      | <u>9</u> |

7. My course in P.E. was:

| Secondary Level | Primary Level | Combined |
|-----------------|---------------|----------|
| (a) 0 0         | 1 13%         | 1 13%    |
| (b) 4 58%       | 0 0           | 4 50%    |
| (c) 1 14%       | 0 0           | 1 13%    |
| (d) 1 14%       | 0 0           | 1 12%    |
| (e) 1 14%       | 0 0           | 1 12%    |
| <u>7</u>        | <u>1</u>      | <u>8</u> |

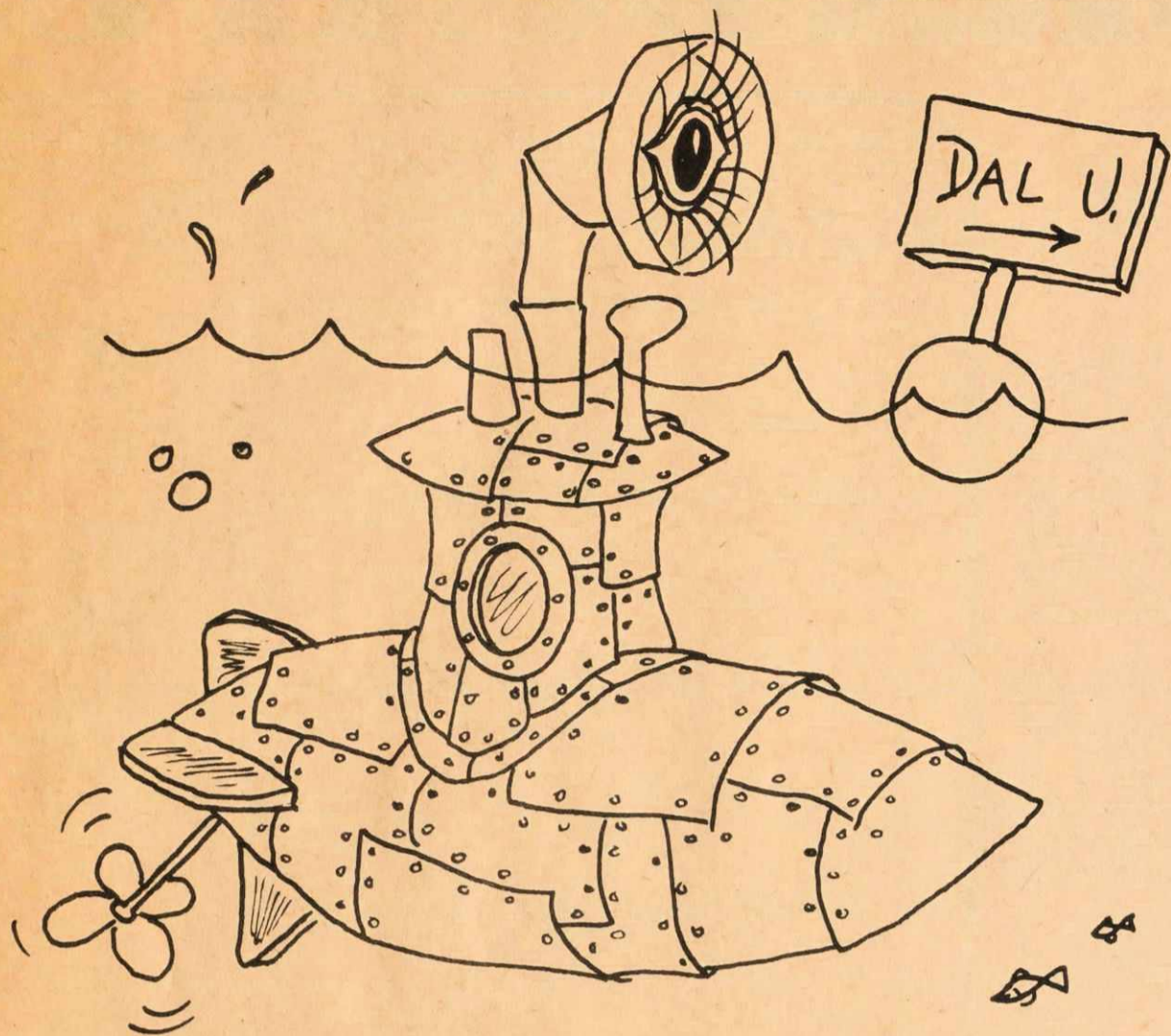
7. My course in Art (Music, Drama, P.E.) was (tally of cases where no distinction was made)

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 3 12%       | 0 0           | 3 10%     |
| (b) 4 17%       | 2 40%         | 6 20%     |
| (c) 5 21%       | 3 60%         | 8 28%     |
| (d) 8 33%       | 0 0           | 8 28%     |
| (e) 4 17%       | 0 0           | 4 14%     |
| <u>24</u>       | <u>5</u>      | <u>29</u> |

7. My course in Art (Music, Drama, P.E.) was (tally of all courses combined)

| Secondary Level | Primary Level | Combined  |
|-----------------|---------------|-----------|
| (a) 11 23%      | 5 31%         | 16 25%    |
| (b) 10 21%      | 3 19%         | 13 21%    |
| (c) 7 15%       | 6 38%         | 13 21%    |
| (d) 12 26%      | 1 6%          | 13 21%    |
| (e) 7 15%       | 1 6%          | 8 12%     |
| <u>47</u>       | <u>16</u>     | <u>63</u> |

# Student Union Building Opens October 3, 4, 5, & 6, 1968



# The SUB Surfaces in October

## New SUB will have "Something for Everyone"

By JACK SOMMERS  
Now that the workmen are filling the walls of the new Student Union Building, it's time to fill the students in on what they can expect inside.

Many thousands of hours of hard work and planning have gone into designing a structure that quite literally has something for everyone. The result has been worth it. Whoever you are, whatever you want, you can probably find something you will enjoy.

### STOMACH RUMBLING?

Everything from scrumptious full meals to a

leisurely cup of coffee can be had in the pleasant surroundings of the 400-seat cafeteria. A competitive-price system and meal tickets will be certain to make it easy on the pocketbook.

In a hurry? two vending snackbar locations will serve you. One of them is accessible till late at night.

### FRAZZLED

After classes, come on over and unwind. Two 25" colour TV's to blank your mind out and two stereo music listening rooms to blow your ears out (your

choice of dozens of different tapes) are open every day. Absorb yourself in North America's top newspapers, the best periodicals (even Playboy), or student publications from across Canada, all available in the Special Reading Lounge. If Bridge or Solitaire is your "forte" -- drop down and visit the Card Room. Budding pool sharks and ping pong addicts can play their hearts out in the Games Room.

All that too exhausting? Sit back and put your feet up in any one of five lounge areas. Sorry to discriminate against you guys, but up on the fourth level is the Ladies Lounge -- strictly for purses and pin-curlers! The other lounges are very co-educational.

### NEED A SERVICE?

The Bank of Montreal can handle all your financial affairs from their bottom floor location. As neighbours, they have the Dal Bookstore's "Campus Shop" offering items from pocketbooks to sundries, the first campus barbershop, and a drycleaning & laundry depot.

Need a place to plunk your stuff? Locker space for 250 men and 250 women is available for an annual charge. Got to pull a quick change? Complete change room facilities on the fourth floor. Want to know what's going on around campus? We've got an information center fully staffed whenever the building is open.

### DANCE ANYONE?

The biggest and probably the most versatile room in the building is the general purpose auditorium-ballroom. Plays, dances, balls, banquets, large meetings, movies -- you name it, can all be fully accommodated. Over 900 people can be seated comfortably on padded chairs. A superbly adaptable (partly moveable) stage with a complete range of theatre lights will take individual speakers from full plays to entire orchestras.

A folding door divides the room in two so that events can be carried on simultaneously. A well-supplied projection booth and cinemascope screen is able to handle all types of 16mm motion picture films.

### THE "BUSINESS" END

All the campus organizations operating within the framework of the Student Union will find themselves in a most enviable position. The facilities open to them are unmatched across the country.

Meeting and conference rooms of all sizes and capacities will be freely available. It is possible to handle the smallest executive meetings to large national conferences (even simultaneously) without fear of crowding or interference.

Office space, work rooms, display areas, storage places and all associated equipment can be obtained by the organizations requesting them.

Publicity, duplicating and reproduction machinery will be vastly expanded to meet the anticipated demands. Special equipment will also be on hand for groups to publish pamphlets, newsletters and even magazines.

The important executive bodies such as the Students' Council will find themselves meeting in what should prove to be the most luxurious and spacious Chamber and Board Rooms in the whole university.

The publication arm of the Student Union has certainly not been neglected. Both the Dalhousie GAZETTE and the PHAROS Yearbook will now have the space and facilities to expand their operations. The photography department will move into a fully equipped studio and darkroom.

Other established bodies such as DGDS, Dal-Radio and the Chaplains' Offices will find themselves operating out of new quarters.

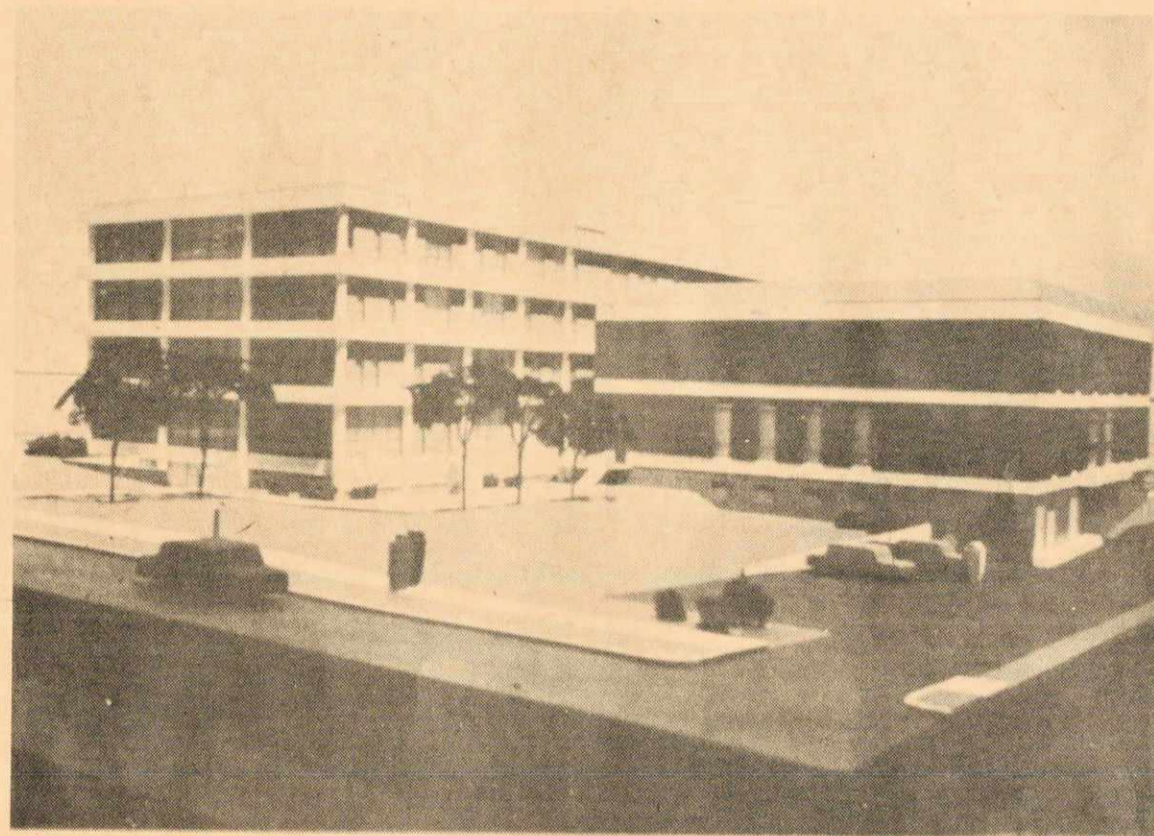
### WE ARE NOT ALONE

In an effort to provide complete student needs other tenants of the building will include Canada Manpower (Student Employment), Student Counselling, Psychological Department and the Dalhousie Alumni Association, all offering services for the student.

With all the practicality of the operation we certainly have not neglected the aesthetics of the building. Prominently featured outside will be a large, bronze "theme" sculpture. Facing LeMarchant Street and bounded on two sides by the S.U.B., stretches a landscaped courtyard and patio. Its centerpiece will consist of a fountain and reflection pool. The entire exterior will be flood-lit at night.

An interesting feature in the third and fourth levels is an open well in these two floors directly above the lobby.

The interior decorating has likewise been care-



fully planned and co-ordinated (see accompanying interview), so that the overall effect will be pleasing to both the eye and the mind.

### THE OPENING

A tremendous structure such as this just has to be opened in a grand style. And so it will be on October 3, 4, 5 & 6 of 1968. Details cannot be released just now, but we assure you it will be a "happening" you will long remember. The opening will have a two-fold purpose -- for all to have a great time and to demonstrate the potential of the S.U.B. to each student.

### HELP!

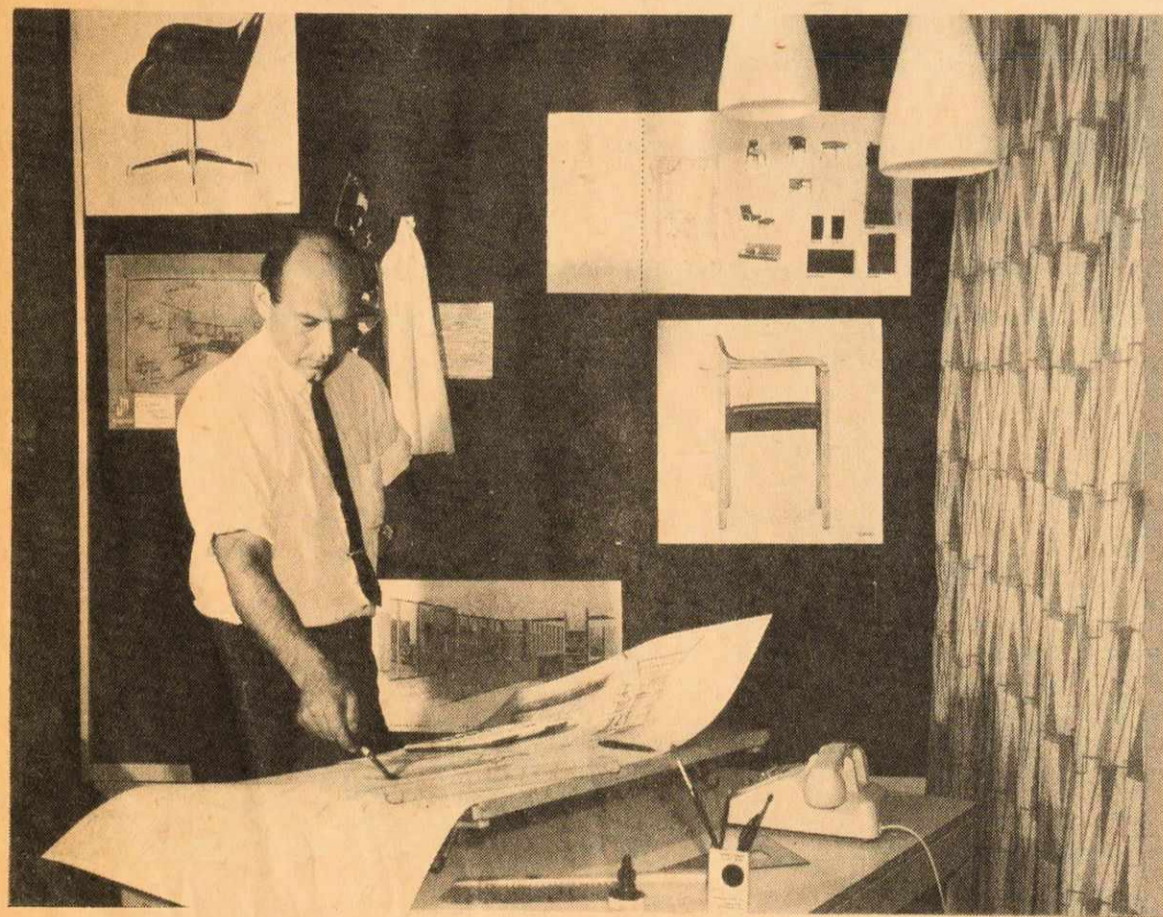
The Student Union Building is a co-operative venture run for the students, BY the students. Only the

Management Board will have Administration and Faculty members but even here the students will have the majority say. All other committees and operative groups are entirely staffed by students.

At the moment John Young, acting head of the S.U.B. Management Committee, and George Monroe, head of the Construction and Opening Committee, are in great need of students interested in working on any aspect of the S.U.B. With such a broad spectrum of activities, almost any student will be able to find a position to fit his interests. Why not fill in the form in the right-hand corner of this page and turn it into the Student Council Office in the Arts Annex? Those interested will be contacted before the end of the term and given additional information. Anyone requesting immediate information should phone John Young at 466-5831 or George Monroe at 454-3456.

Jack Miller:

## Interior Design - "Alive, Yet Quality Conscious"



By JACK SOMMERS

"The Student Union building was created for youth, thus everything in it should be sturdy, lasting, yet still be alive. Everything must be put in for one purpose -- for the students to use and enjoy."

Jack Miller, the Interior Designer for the new Student Union building, showed from the very beginning of the interview that he knew exactly who he was designing for. One's first impression in talking with Mr. Miller is of dealing with someone from the mold of Pierre Elliot Trudeau. As one continues the discussion, many other Trudeau-like features pop up. His eloquence, vitality, young ideas and soft-spokenness are all highly impressive.

"I've also attempted to keep it (the building interior) alive, young, yet quality conscious," he said. If he is even one tenth as successful in the finished product as he is on paper, the furniture, carpeting and finishings should easily be the most exciting part of the building.

Miller has specially created a carpet design that tries "to obtain the effect of a charcoal fire under an iron grill". The salt and pepper dabs of reds, yellows and oranges go a long way to suggest this. The carpeting is used primarily in regions of communication and heavy traffic so that one finds this has a unifying effect for the entire building.

The rug pattern "also inspires other colour designs throughout the building". For example, the blank panels at the head each stairlanding are covered with brilliantly coloured ceramic tiles patterned loosely on the design of the rug. Walking from floor to floor one is forced to picture this as a "shaft of colour" continuing up through the entire structure.

Mr. Miller is attempting to create strong colour relationships that run from room to room, yet don't

become gaudy and over-obvious. He is trying to treat each room individually keeping in mind its purpose but at the same time keeping some form of unity. He calls it a concept of "colour co-ordination".

The main lounge on the street level is a good illustration of this. Since the room's main function is relaxation, he has chosen a cool yet brilliant green to predominate. Subtly worked into this, mostly in the way of secondary fabrics and finishes, are Dal's black and gold colours. Much thought and planning have gone even into the selection of chairs. Here, toward the periphery of the room he is placing heavy oak chairs with black leather cushioning. As one works toward the center of the room the chairs become lighter and less expensive-looking. Finally in the central "Conversation pit" surrounding the broad fireplace the "chairs" are reduced to mere rectangular cushions that make one feel like just lazing around on the lush, green carpeting.

Chairs are for sitting, so comfort and aesthetic design are his main criteria. There are a number of chairs to be placed in the entrance lobby that are sure to inspire a new campus sport called "Sculptured egg chair swirling". The seats "look like a Henry Moore sculpture" and are certainly to be the most comfortable in the whole building. Other seats are extremely restful such as the "pregnant" lounge chairs of the third level lounge.

Only time will tell if his visions will be true to the promise he shows. If they are, one thing is inevitable, they will last for many years to come. He slyly boasted to me as he left that "if this stuff was ever dropped from the top of the S.U.B., you couldn't hurt it." Let's hope the students never take him up on that.

## Dalhousie Student Union Building Committee

Name \_\_\_\_\_

Present Halifax Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

Summer Address (or address that you can be contacted through during the Summer) \_\_\_\_\_

What committees are you interested in:  
Opening \_\_\_\_\_ Operating \_\_\_\_\_ Management \_\_\_\_\_ Publicity \_\_\_\_\_

Will you be in Halifax during Summer Yes \_\_\_\_\_ No \_\_\_\_\_

Could you help out during the Summer (afternoons or evenings) Yes \_\_\_\_\_ No \_\_\_\_\_

If you won't be here during the Summer, could you come back a bit early in September to work on the committee Yes \_\_\_\_\_ No \_\_\_\_\_

Please clip out form and turn in to  
the Student Council Office in  
the Arts Annex

# Let's Talk Sports

with Gary Holt

The Intercollegiate sports year 1967-68 has come to an end for all Dalhousie athletes. It has been a successful year considering recent past performances by Dalhousie teams.

The most impressive was the basketball team. Although they were edged by SMU for the league title, they have nothing to be ashamed of. They finished with the best record of any Dalhousie basketball team in recent years at 9-4 in the league and 14-6 overall. They gave Dalhousie students something to cheer and brag about, and I doubt that there is even one fan who is not proud of the team and what they have achieved.

Only one player from the present team will be ineligible for Inter-varsity sports next year. That is Captain Eric Durnford.

Eric Durnford is a fine competitor and one of the finest persons I have had the pleasure to know in my three years at Dalhousie. Eric arrived on the Dal scene four years ago and although he did not start for the team in his first two years he did the job when called upon to do so. I particularly remember

three years ago when the Acadia Axemen won the M.I.B.C. with a 12-0 record. In the final game of the year at Acadia Eric started in place of Larry Archibald, who had been injured the previous game. He scored 14 points that night and though the Tigers lost 79-76 the Axemen knew they had been in a ball game.

In the last two seasons Eric has come into his own as a team leader and a fine representative of Dalhousie scholastically as well as athletically. This brings me to a point I want to impress upon this year's freshmen basketball players. This means you: John Cassidy, Brian Peters, Brock Savage, Dave Montagano, Howard Snow, and Drew Bethune.

As I said to the football freshmen, you have met one challenge. You have shown you are fine basketball players. The next challenge is the academic one. This is the challenge which has to be met if you are to be successful in life. Can you do it? With a little application there is no reason why not. I would appreciate seeing you again next September, as would Coach Yarr and many, many fans.

## SMU 72 Dal 70

# Inexperience key factor in Dalhousie title defeat

By GARY HOLT

A young team with great talent is a fair estimation of this year's Dal basketball Tigers. The talent carried them to great heights as they ran up nine straight wins and led the M.I.B.C. for most of the season.

However, the youth began to show in the form of inexperience. Both were evident in the final league game at the St. Mary's gym on Wednesday night. The talent was there as with six minutes to go in the game our Tigers led the Huskies by ten.

Fouls took the toll of what experience there was on the teams as with about five minutes to go sophomore Irv Cohen received his fifth foul and a seat on the bench beside coach Al Yarr. Then, a minute later Bruce Bourassa was called for his fifth, also and sat down on the bench on the other side of the coach. This left Captain Eric Durnford on the floor with four freshmen. Talented freshmen, without doubt, but experience was lacking. SMU was able to score seven straight points from the foul line on one-and-one and two-shot situations.

A cross-court pass was intercepted by Bill Thomas and he drove the length of the floor to tie the score. A Huskie foul put Eric Durnford on the line and he made both shots, putting Dal in the lead 70-68. Another Dal foul hurt as Dennis Reardon sunk two to tie the score and with about 40 seconds left it was Dalhousie's ball.

A pass went to Howard Snow who momentarily lost control of the ball. In the subsequent flight with Huskie Mike Van Auken, Snow recovered the ball but Van Auken was injured. The referees whistled the play down to assess the seriousness of the injury and then gave Dal the ball out of bounds. The pass-in went to Eric Durnford who dribbled back over centre, giving the Huskies possession.

The Huskies worked the ball and Dennis Reardon hit a 15-footer to give SMU the lead. The Tigers hustled down the floor and John Cassidy was fouled while shooting and with seven seconds remaining went to the line for two. He missed the first and shot the second hard off the rim in an attempt to get the rebound. He was called for crossing the line too soon and it was SMU ball and the ball game.

A major factor in the Dal defeat was the poor showing in the first half, as they were able to score only 26 points as compared to 44 in the second. John Cassidy was the big man for Dal as he scored 20 points and grabbed 14 rebounds. Joe O'Reilly led the Huskies with 19 points while Al Brown hauled in 15 rebounds.

### THE DEFENCE

AGAIN A POOR FIRST HALF  
In the playoff it was again a matter of inexperience and a poor first half which caused the Tiger's downfall. They managed only 17 points and it was a credit to their defence and some poor shooting by St. Mary's that they were only down 6 at the half.

A strong burst early in the second half, led by Eric Durnford who was all over the court stealing passes and leading the fast break, put the Tigers in front by six.

The experience showed again as the SMU press took the ball from the Tigers on several occasions and the Huskies fought back.

With 1:51 remaining the score was tied 48-48 and Al Brown, the Huskie's best player in the game, made a foul shot and SMU led 49-48. The Tigers came down the floor but Brian Peters hauled in the rebound but was ruled out of bounds and the Huskies had the ball again. Joe O'Reilly hit on a long bomb from outside to make the score 51-48. Eric Durnford got that back with a running right-hander off the backboard.

The Huskies worked the ball and Dennis Reardon was open for a ten-footer. The ball rolled around the rim three times and came out. Dal got the rebound and called a time-out with 42 seconds left.

The Tigers worked the ball to Bourassa at the foul line but his jumper missed. He got his own rebound but another jump-shot from the side also was off and SMU's Bill Thomas grabbed the rebound, and with two seconds remaining held on.

For Dal Bourassa was the big man as he hauled in 17 rebounds and scored 10 points. Durnford led the scoring with 11. Al Brown scored 15 points and grabbed 15 rebounds for SMU.



# COMING EVENTS

APRIL 20 — EXAMS START  
MAY 4 — EXAMS END  
MAY 16, 17 — GRADUATION

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## Canada-Wide College Sports Statistics

| HOCKEY           |    |    |    |   |      |
|------------------|----|----|----|---|------|
| OSLAA STANDINGS: | P  | W  | L  | T | Pts. |
| Loyola           | 16 | 15 | 1  | 0 | 30   |
| Sherbrooke       | 16 | 11 | 4  | 1 | 23   |
| Sir George       | 16 | 9  | 5  | 2 | 20   |
| Bishop's         | 16 | 9  | 6  | 1 | 19   |
| Carleton         | 16 | 8  | 8  | 0 | 16   |
| RMC              | 16 | 5  | 9  | 2 | 12   |
| Ottawa           | 16 | 4  | 11 | 1 | 9    |
| CMR              | 16 | 4  | 11 | 1 | 9    |
| Macdonald        | 16 | 3  | 13 | 0 | 6    |

| OSLAA STANDINGS: |    |    |    |      |    |
|------------------|----|----|----|------|----|
| P                | W  | L  | T  | Pts. |    |
| Loyola           | 14 | 14 | 0  | 0    | 28 |
| Carleton         | 14 | 12 | 2  | 0    | 24 |
| Bishop's         | 14 | 10 | 4  | 0    | 20 |
| Ottawa           | 14 | 5  | 9  | 0    | 10 |
| Sherbrooke       | 14 | 5  | 9  | 0    | 10 |
| Sir George       | 14 | 4  | 10 | 0    | 8  |
| Macdonald        | 14 | 4  | 10 | 0    | 8  |
| RMC              | 14 | 2  | 12 | 0    | 4  |

| MIAA STANDINGS: |    |    |    |      |    |
|-----------------|----|----|----|------|----|
| P               | W  | L  | T  | Pts. |    |
| St. F.X.        | 16 | 15 | 1  | 0    | 30 |
| St. Mary's      | 16 | 12 | 4  | 0    | 24 |
| Acadia          | 16 | 10 | 5  | 1    | 21 |
| U.N.B.          | 16 | 9  | 7  | 0    | 18 |
| St. Thomas      | 16 | 8  | 7  | 1    | 17 |
| St. Dunstan's   | 16 | 8  | 8  | 0    | 16 |
| Mt. Allison     | 16 | 6  | 10 | 0    | 12 |
| U. de Moncton   | 16 | 2  | 14 | 0    | 4  |
| Dalhousie       | 16 | 1  | 15 | 0    | 2  |

| MIAA STANDINGS: |    |   |    |      |    |
|-----------------|----|---|----|------|----|
| P               | W  | L | T  | Pts. |    |
| Dalhousie       | 12 | 9 | 3  | 0    | 18 |
| Acadia          | 8  | 4 | 0  | 0    | 16 |
| St. Mary's      | 9  | 3 | 0  | 0    | 18 |
| U.N.B.          | 6  | 6 | 0  | 0    | 12 |
| St. F.X.        | 7  | 5 | 0  | 0    | 14 |
| St. Dunstan's   | 3  | 9 | 0  | 0    | 6  |
| Mt. Allison     | 0  | 0 | 12 | 0    | 0  |

| OIAA STANDINGS:  |    |   |   |      |    |
|------------------|----|---|---|------|----|
| P                | W  | L | T | Pts. |    |
| Laurentian       | 11 | 9 | 2 | 0    | 18 |
| Windsor          | 11 | 7 | 4 | 0    | 14 |
| Waterloo-Luther. | 11 | 6 | 5 | 0    | 12 |
| York             | 11 | 6 | 5 | 0    | 12 |
| Ryerson          | 10 | 4 | 6 | 0    | 8  |
| Osgoode          | 10 | 4 | 6 | 0    | 8  |
| Brock            | 8  | 0 | 8 | 0    | 0  |

| WCIAA STANDING: |    |    |    |      |    |
|-----------------|----|----|----|------|----|
| P               | W  | L  | T  | Pts. |    |
| U.B.C.          | 12 | 11 | 1  | 0    | 22 |
| Manitoba        | 16 | 10 | 6  | 0    | 20 |
| Saskatchewan    | 16 | 5  | 11 | 0    | 10 |
| Alberta         | 12 | 5  | 7  | 0    | 10 |
| Calgary         | 16 | 5  | 11 | 0    | 10 |

| OCAA STANDINGS: |    |    |    |      |    |
|-----------------|----|----|----|------|----|
| P               | W  | L  | T  | Pts. |    |
| Toronto         | 16 | 14 | 1  | 1    | 29 |
| Waterloo        | 16 | 14 | 2  | 0    | 28 |
| Montreal        | 16 | 9  | 6  | 1    | 19 |
| McMaster        | 16 | 9  | 5  | 2    | 20 |
| Western         | 16 | 8  | 6  | 2    | 18 |
| Laval           | 16 | 7  | 8  | 1    | 15 |
| Guelph          | 16 | 3  | 12 | 1    | 7  |
| Queen's         | 16 | 3  | 13 | 0    | 6  |
| McGill          | 16 | 1  | 15 | 0    | 2  |

| WCIAA STANDINGS: |    |   |   |      |    |
|------------------|----|---|---|------|----|
| P                | W  | L | T | Pts. |    |
| Saskatchewan     | 13 | 8 | 5 | 0    | 16 |
| Manitoba         | 14 | 8 | 6 | 0    | 16 |
| Alberta          | 12 | 7 | 5 | 0    | 14 |
| U.B.C.           | 12 | 6 | 6 | 0    | 12 |
| Calgary          | 11 | 2 | 9 | 0    | 4  |

| BASKETBALL      |   |   |   |      |    |
|-----------------|---|---|---|------|----|
| OCAA STANDINGS: |   |   |   |      |    |
| P               | W | L | T | Pts. |    |
| Queen's         | 6 | 5 | 1 | 0    | 12 |
| McGill          | 6 | 5 | 1 | 0    | 12 |
| Montreal        | 6 | 1 | 5 | 0    | 2  |
| Laval           | 6 | 1 | 5 | 0    | 2  |

| WESTERN SECTION |    |   |    |      |    |
|-----------------|----|---|----|------|----|
| P               | W  | L | T  | Pts. |    |
| Windsor         | 10 | 8 | 2  | 0    | 16 |
| Waterloo        | 10 | 7 | 3  | 0    | 14 |
| Western         | 10 | 8 | 2  | 0    | 16 |
| Toronto         | 10 | 4 | 6  | 0    | 8  |
| McMaster        | 10 | 3 | 7  | 0    | 6  |
| Guelph          | 10 | 0 | 10 | 0    | 0  |

| OIAA STANDINGS: |   |   |   |      |    |
|-----------------|---|---|---|------|----|
| P               | W | L | T | Pts. |    |
| Waterloo-Luth.  | 5 | 5 | 0 | 0    | 10 |
| Laurentian      | 5 | 5 | 0 | 0    | 10 |
| Osgoode         | 6 | 3 | 3 | 0    | 6  |
| York            | 7 | 2 | 5 | 0    | 4  |
| Ryerson         | 7 | 0 | 7 | 0    | 0  |

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