



## "Hell yes, Free press!"

WINDSOR (CUP) -- Over 50 students and a handful of professors marched in sub-zero temperatures in favor of a free student press for the University of Windsor Wednesday, (Jan. 10).

They were protesting a senate committee's action in forcing the resignations of the co-editors of the *Lance*. Several professors cancelled lectures to allow students to join in the protest.

Students carried placards reading "Our Money, Our Press", "A Free Student Press", and "Reinstate the Editors" as they marched from the administration building to the SUB chanting "Hell Yes, Free Press."

At 11 a.m. Wednesday a special one-page issue of the *Lance* appeared on campus giving a complete chronology of the affair.

The co-editors of the University of Windsor *Lance* resigned Tuesday after the university president and the senate discipline committee threatened to expel them if they remained in office.

University President J.F. Leddy called a meeting of a senate committee on Student Conduct,

Activities, and Discipline (SCAD) last Dec. 4, to consider what he termed the *Lance's* "morbid obsession with squalid vulgarity."

SCAD at that time asked for student council support in cleaning up the *Lance*, but council refused, reiterating the right of the paper to operate freely.

Co-editor John Lalor told Canadian University Press Tuesday (Jan. 9) the president and SCAD objected to several articles printed over the first term, particularly an article entitled "The Student as Nigger, an analysis of university education in western society."

The article, which uses four-letter words liberally, has appeared in the *Georgian*, the *Ubysey*, the *Argus* and several other campus papers with little reaction.

The controversy died down during the holiday break, but Lalor said it became clear Monday (Jan. 9) SCAD would move to expel co-editor Marian Johnstone and himself at a Tuesday meeting if they did not resign beforehand.

In his statement of resignation, Lalor said: "I gather from threats made by Dr. Leddy at the meeting Monday and from the tenor of the meeting in general that the committee is hell-bent on a course that cannot be altered, and if carried to its logical extremes, could result in the expulsion of Miss Johnstone and myself."

In his letter of resignation, accepted with no comment by SCAD Tuesday, Lalor said he was not prepared to let any "arbitrary committee" play with his life.

He said he would not allow the committee to "troll up my future in a little ball and flush it down the toilet for the sake of expediency."

The Windsor student council termed SCAD's role in the case "unnecessary interference" which undermined the student body.

"It is further the belief of this council that the university community as a whole has suffered irreparably from high-handed interference of certain members of the community at large who have, without regard to the rights and prerogatives of a student government to publish in the sole interest of its students, shackled the privileges of freedom of the press."

Lalor told CUP the Windsor community had also reacted to

the *Lance*, and said the SCAD was under considerable pressure from inside the university and outside to take strong action.

He said Dean G.A. McMahon, dean of students and chairman of the committee, along with Prof. Ron Wagenburg attempted to mediate the situation by suggesting Lalor and Johnstone accept "disciplinary probation."

This meant, said Lalor, they would have to promise not to use any more bad words.

He said he rejected the suggestion as a matter of principle, because it would put strings on all future issues of the *Lance*.

A Canadian University Press commission has been selected to investigate the resignations of the co-editors of the University of Windsor *Lance*.

CUP president LibSpry Thursday said the Investigation Commission will be asked to study "all relevant evidence relating to the resignations of the co-editors of the Windsor *Lance*."

She said the commission, chaired by Tony Burman, Editor of the *Loyola News*, will hear evidence Saturday, and will file a report within two weeks.

Krista Maetos, Editor of the *Queen's Journal*, has also been named to the commission, along with Dave Quintner from the Windsor Bureau of the Canadian Press.

The CUP Constitution empowers the commission to "investigate and report the facts involved in an alleged violation of the Charter of the Student Press in Canada and the Code of Ethics of CUP."

The Windsor University Student Board of Publications called the commission to investigate allegations of "censorship, coercion, and obscenity" in connection with the *Lance*. The student council approved the move.

However, Windsor President J. F. Leddy declined an invitation to select a fourth member for the commission. He said after consultation with various interested parties at the university he decided not to become involved with what he termed an "ad hoc" committee.

The controversy began last Dec. 4 when Leddy called a meeting of the senate committee on Student Conduct, Activities and Discipline (SCAD) to consider what he termed the *Lance's* "morbid obsession with squalid vulgarity."

# SIX MILLION DOLLAR LIBRARY UNDER WAY

## to be completed by summer

### of 1969

Dal's new library now is underway. A six million dollar contract has been awarded by the Dal Board of Governors for the construction of Izaak Walton Killam Memorial Library.

The building will be financed by a five and one half million dollar loan from the Province of Nova Scotia and income from Killam trust monies.

It will serve the total needs of undergraduates, graduates, and faculty members outside the professional schools. In addition it will be the major research and referral library for Nova Scotia and probably the Atlantic region.

The library building program, planned for a potential student body of 8,000, a faculty of 750 and a library staff of 130, will provide:

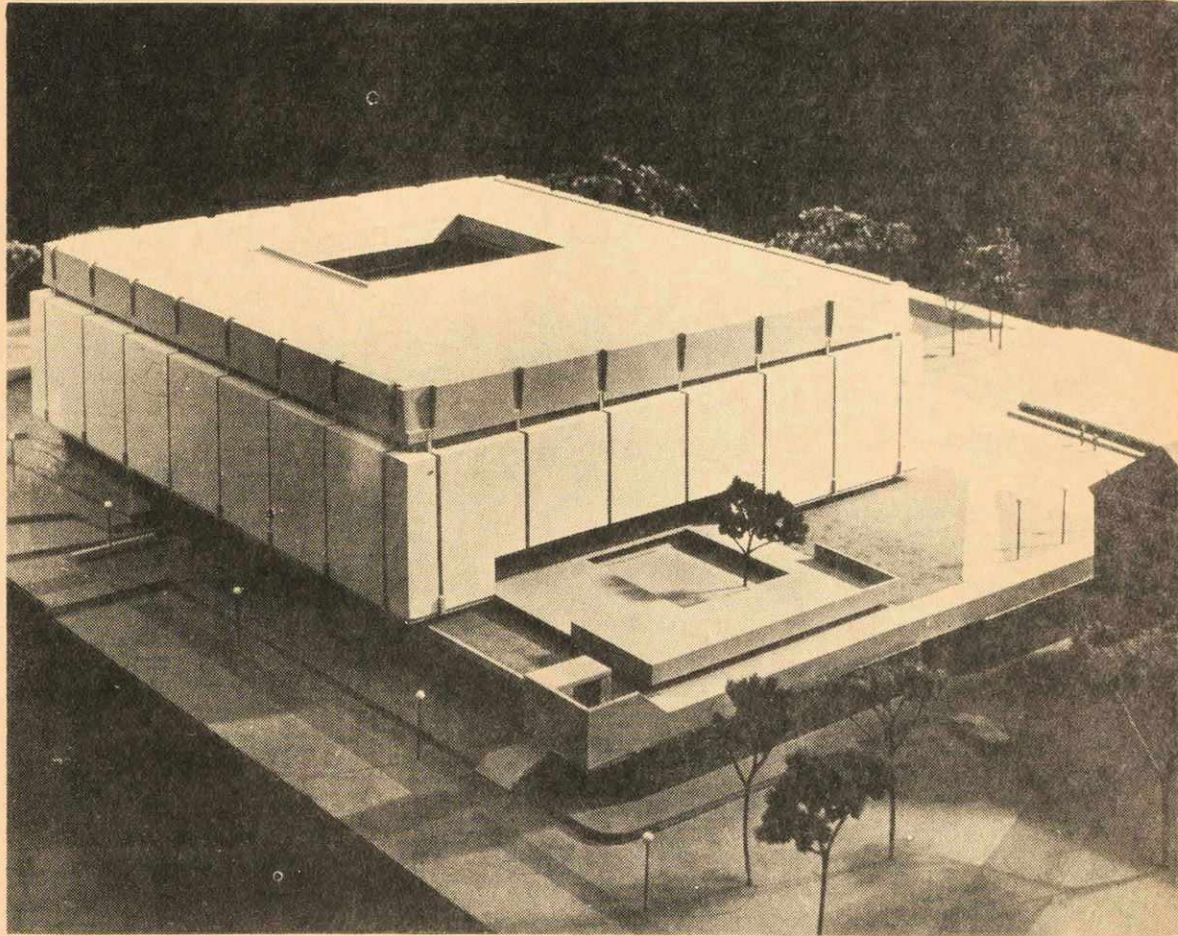
- open access stacks for over a million volumes;
- seating for 1,300 users in reading room
- individual study carrels and research studies
- telex equipment
- conference rooms for group study
- rooms for audio-visual aids including microtext and phonorecords
- public typing rooms
- direct "on line" access to computers and telefacsim equipment.

It will also include a School of Library Science, language labs, Computer Centre, archives, a small auditorium, special collections and display areas, and the J. MacG. Stewart Kipling Room.

In addition, electronic individual and group study equipment will be introduced; a conduit structure will be included to allow the use of the electronic aids.

The five floor structure will be constructed of precast concrete panels. Ventilation will be done by a high velocity duct air conditioning system.

An enclosed courtyard will allow better space utilization and the creation of more effective traffic patterns within the building. It will also provide the principal source of light.



## Major U.S. Demonstrations

### support

## the Good Doctor

WASHINGTON (CUP) -- Demonstrators against the war and the draft gathered in several major cities this week to dramatize their support for the five men who were indicted by a federal grand jury for encouraging non-cooperation with the Selective Service System.

Most of the demonstrations were relatively small but altogether hundreds of persons braved sub-freezing temperatures to condemn the Johnson Administration, and specifically the Justice Department, for obtaining the indictment against the five men. The demonstrators were called by Students for a Democratic Society (SDS).

The series of demonstrations were capped by a rally in New York's town hall Sunday involving 1,400 persons. Two of the five indicted men -- author Mitchell Goodman and Harvard graduate student Michael Ferber -- spoke to the crowd. Dr. Benjamin Spock and Yale University Chaplain William Sloan Coffin were to have spoken but did not show up.

Many of the audience signed a statement in support of the indicted men. This statement has already been signed by Martin Luther King, author Paul Goodman, and a number of others. Leaders of the anti-draft movement hope to have several thousand signatures on the petition by February 1.

The major demonstration occurred Friday in Washington, where about 150 persons marched on the Justice Department, saying the recent indictment proves there is no "true justice". Protestors handed out leaflets which said, "While the Department of Defense pursues its aggressive war in Viet Nam, the Department of Justice indicts not the war makers, but those who seek an end to the war and racism."

Eight persons were permitted to enter the Justice Department to explain their views to a representative of Attorney General Ramsey Clark. Four of the young people left their draft cards with the representative,

who said he could not legally accept the cards, but would turn them over to the Federal Bureau of Investigation. A fifth person -- a 33-year-old professor at the University of Maryland -- left a letter of intention to mail his card. John McAuliffe, one of the four who turned in his draft card, said the Justice Department official would not debate the issues, but merely listened to what the eight protestors had to say.

Other demonstrations around the country: In the San Francisco Bay Area, there were demonstrations on Tuesday, Wednesday, and Thursday, with another planned for next week. On Tuesday, there was a rally on the Berkeley campus of the University of California, and on Wednesday, about 300 persons held a peaceful protest outside the Oakland Induction Center.

On Thursday, in a demonstration apparently unrelated to the draft indictments 60 demonstrators were arrested in a melee in San Francisco's exclusive Nob Hill district. Several hundred demonstrators appeared outside the Fairmont Hotel, when Secretary of State Dean Rusk was speaking. The demonstration turned into a battle between the demonstrators and club-wielding police after several demonstrators threw bottles at the main entrance of the hotel.

In Chicago, employees of the Armed Forces Induction Center found the door to the building chained shut when they arrived for work at 6 a.m. Friday. Police quickly cut through the lock holding the chain, however. They said they had been prepared because of rumors that anti-war protestors planned such an action but they offered no evidence that the chaining was done by opponents.

Later in the day, about 125 persons marched outside the U.S. Courthouse in downtown Chicago in protest against the indictments. From the courthouse they went to the induction center where they marched in the street for about 45 minutes before disbanding.



Steve Archibald well-known 1920's photographer is going to the Winter Carnival ARE YOU?

## Everything smooth for Mac Donald

By STEVE MACDONALD MAUREEN PHINNEY

"We want students to get off their rear ends and start buying tickets" said Steve MacDonald, Winter Carnival Chairman.

He has been chairman since October, when he was "requested to volunteer" for his post.

Since then, everything has gone smoothly. "I've had no trouble planning Carnival entertainment. I had a program drawn up in October which Council approved and things have been all set since then. We've had none of the usual problems booking groups either, this year an agency is handling it. Even DuMaurier is paying for our Carnival posters. In other words our major problems are solved."

"Our only hangup right now is the anticipation of problems - for instance a blizzard on Carnival weekend." Winter Carnival theme this year is the Roaring Twenties. "It's just a general theme because groups like the Blues Magoos and the Ugly Duck-



lings don't exactly fit in with it -- but the ball and the Black and Gold Review do. I'm pleased with this year's theme and entertainment because it's not the usual folk singing group thing with an ordinary theme."

He is optimistic about ticket sales and expects all concerts to be sellouts, but "if Dal students don't get out and start buying concert tickets right away we'll have to start offering the best seats to high school students."

"As Carnival Chairman I'm also personally at an advantage. Since I'm not a big man on campus, not too many people know me. When you're a BMOC you have to make enemies as well as friends. But I'm not in that position and I'm having no trouble getting people to work together to promote the carnival -- even groups that normally don't get along - like the PUB and Dal Radio. You can always get a lot more done if people get together over something and forget their individual differences."

## The power of SEX

By LINDA BAYERS

The word sex was powerful enough to induce five hundred people into freezing temperatures and cold winds last week. They attended a sex symposium at the Tupper Medical building. The four panel speakers, all doctors, had expected only medical students.

For girls who wonder how far to let a boy go, Dr. Macleod suggested: "when a boy tries to take off your clothes, that's the time to put on the brakes."

He rapped parents and church for "their failure to give adolescents a set of rules and instructions for which they hunger". As a result, he suggested that doctors accept more responsibility in sex education but, that to do so, they needed the support of society. The objectives of such an education would be "to provide the adolescent with an accurate biology, and a psychology of sex in order to dispel popular misconceptions."

He warned that "intercourse should never be experimental and that pre-marital sex is almost always associated with guilt feelings." To channel the sex drives in other directions he suggested "sublimation in the form of cold showers, music, and art."

"Sex education will not be an instant cure for venereal disease and delinquency but will provide a full view of sex as opposed to misconceptions on T.V. and in magazines, (i.e. Playboy).

Dr. Flynn was anxious to speak to the audience on sex deviation. He thought most of the audience suffered from a slight form of voyeurism, symbolized by their desire to "hear things about sex." "Sexual deviation is any activity in which sexual gratification is obtained without heterosexual activity or in which union of the genitals is absent or subordinate. Under this definition falls homosexuality, exhibitionism, voyeurism, bestiality, and masturbation, even though homosexuality is quite normal in some societies."

What causes homosexuality? "Early seduction, frigidity, pre-occupation with the evils of sex, pain, fear, are just a few known contributing factors." When the average number of outlets for sexual

gratification decreases (segregation in prison), homosexual activity increases.

The deviation often continues outside of prison. Most homosexuals are mentally disturbed. In one study of three hundred homosexuals, only 14% were psychologically normal.

For those who wonder why men want to marry virgins, Dr. Nicholson revealed that "men don't want to be unfavourably compared to their predecessors."

He dealt with normal sex relations in marriage. Sexual difficulty in marriage stems from various sources. "Mates often have different sexual appetites."

Variety in sexual technique (i.e. oral sex) must interest both partners or it won't work. Most important in the marriage is communication (take heart you hippies -- all is not lost). Suspicions, jealousies, and problems must be ventilated."

One leading Canadian authority on abortion, Dr. Tompkins, said that illegal abortions are done everywhere in Canada.

"Abortions fall into various categories. There is the spontaneous abortion which is a miscarriage occurring without interference when the mother passes the early fetus without any apparent reason. A therapeutic abortion is performed by a doctor in the interest of the mental and physical health of the mother. A criminal abortion is surgical interference with the pregnancy which may result in infection, hemorrhaging, death or inability to conceive."

"In Ontario this is the third highest cause of maternal death. A million criminal abortions a year are supposed to occur in the U.S., but this, according to Dr. Tompkins, is a poor estimate.

There are 240 maternal deaths a year due to abortion.

If a woman demands an abortion, shouldn't she be given one? Aren't the laws against abortion in Canada an impingement on her individual rights, her right to her own body? The Canadian Medical As-

sociation seems to think so. In a resolution to the Minister of Justice, the association states that an abortion should be lawful if health and life of the mother is at stake, if there is a risk of the child being born with mental and physical defects, or in the case of rape. The doctor should make the medical decision on abortion.

## here's what to look for:



More (much more) on the Education Department is to be found inside; see pages four and five.



Jean Paul Sartre is interviewed about the Russell War Crimes Tribunal on page three of this week's Gazette.

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*It's coming ...*

**Friday 19 January:**  
--Chemistry Seminar; room 215 Chem. building; 11:30 a.m. A. Matheson will speak on 'Isotope Effects in the Menschutkin Reaction'.  
--Psychiatry seminar; 9th floor seminar room, centre wing, V.G.H., 4:00 p.m. Dr. O. Kashyap will speak on 'Fundamental Aspects of Psychosomatic Medicine'.  
--CBC Neptune Jazz Concert; Neptune Theatre; 9:00 p.m. Bobby Arvan and the Dave Woods Octet. Admission free.  
**Sunday 21 January:**  
--Sunday Afternoon Concerts; King's Gym; 3:00 p.m. Traditional Indian Music for sitar, drums, and voice will be presented by a husband and wife team from India. Admission free.  
**Tuesday 23 January:**  
--Evolution and the Bible; room 117, Dunn Building; 11:30 a.m. Perry F. Rockwood will speak. Sponsored by the Science Society.

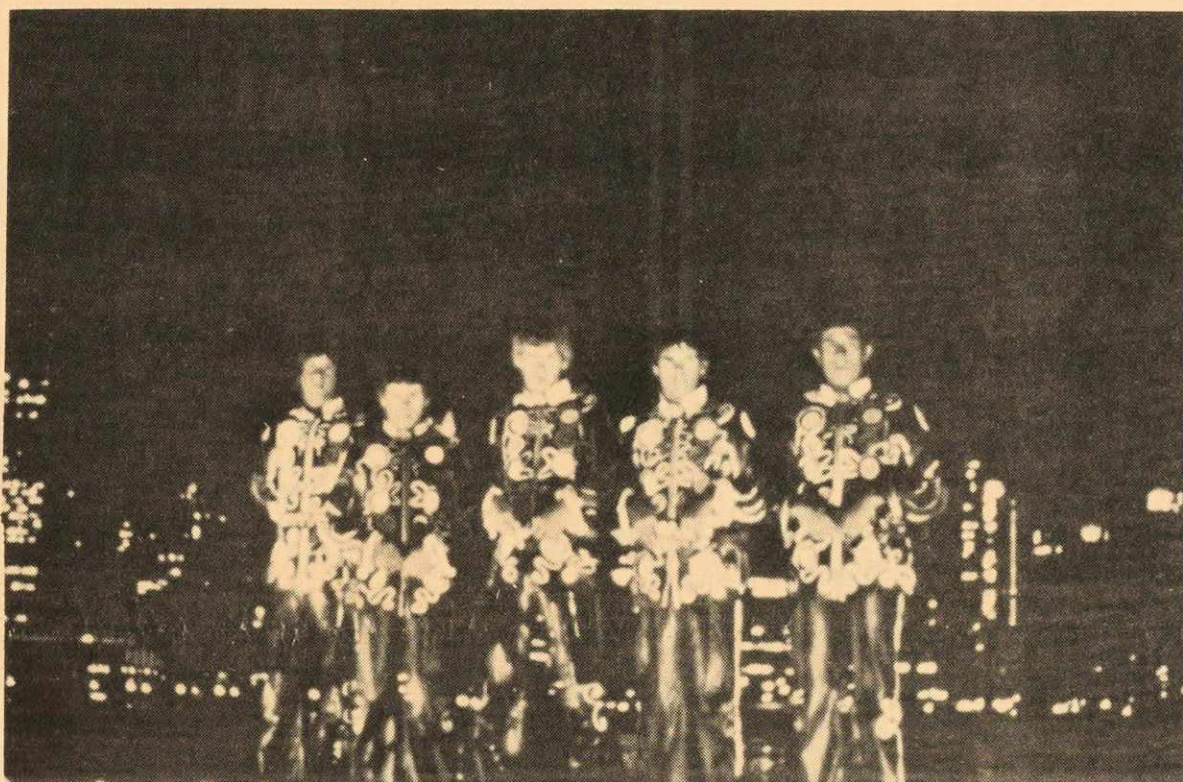
**Thursday 1 February:**  
--WINTER CARNIVAL; Roaring 20's Ball, Hotel Nova Scotian; 9:00 p.m., --1:00 a.m. \$5.00 per couple.

**Friday 2 February:**  
--WINTER CARNIVAL; Mt. Matrock Outing, Busses leave Dal from 9:00 a.m. to 7:30 p.m. \$3.00 per couple.

--WINTER CARNIVAL; The Blue Magoos and the Left Banke, QEH Auditorium, 7:30 pm. \$2.50 per person.

**Saturday 3 February:**  
--WINTER CARNIVAL:  
1) judging of snow sculptures;  
2) Snow Frolic on football field;  
3) Arts Society skating party;  
4) other surprise events; and  
5) the Black and Gold review (Dal Gym, 8:00 pm, \$1.00 per person).

*The Blues Magoos*



Two years ago the Blues Magoos emerged from the underground world bringing a totally new sound -- psychedelic music. Since then they have gone far beyond that in reaching the sounds of space, or, as they call it, the 'Re-creation'.

Re-creation music is perhaps the most exciting form of art since it is absorbed by all the senses, constantly reshaping the environment in which it is performed. Their performance on the stage is just that, with their electronic suits that blink, flash, and glow, and pulsating strobe lights making the visual appearance of the Blues Magoos fascinating.

Since January 1967 the Blues Magoos have cut two albums -- 'Psychedelic Lollipop' and 'Electronic Comic Book' -- both of which have made the American top twenty for a total of 35 weeks. Their biggest hit to date has been 'We Ain't Got Nothing Yet' for which they received a gold record. Some of their other hits have been 'Pipe Dream', 'There's A Chance We Can Make It', 'One by One', and 'There She Goes', all on Mercury Records.

The Magoos have appeared on numerous television shows, including the Smothers Brothers Show, The Action 15, American Bandstand, Upbeat, and many local network shows. They have also performed at many colleges throughout the United States and Canada and have just recently finished a coast to coast tour with Herman's Hermits and The Who. The Magoos dislike last names and prefer to be called by the name Magoos which they have all adopted as their last names. The various 'Magoos' are, Ralph Magoos; born Ralph Scala on December 12, 1947, plays organ and sings, Ronnie Magoos, born Ronald Gilbert on April 25, 1946, plays bass, Peppy Magoos, born Emil Thielhelm on June 16, 1949, plays rhythm guitar and sings, Mike Magoos, born on March 29, 1945, plays lead guitar, and Geoff Magoos, born on

December 8, 1947, plays drums. The Blues Magoos will be at the Winter Carnival appearing with the Left Banke at the QEH Auditorium on Friday 2, February at 7:30 p.m. Admission is \$2.50 per person.

*Defector loses job*

EDMONTON (CUP) -- Dr. Boris Dotsenko, Soviet nuclear physicist who defected to Canada last October, will be leaving the University of Alberta at the end of March.

The former head of the research lab at Kiev State University arrived at the University of Alberta in November 1966 on an exchange program between the two universities.

The program was cancelled immediately after his defection. Since that time he has been working at the university on a \$12,000 a year research grant.

The grant expires in March and officials here recently notified him it would not be renewed. Physics department chairman Dr. J.T. Sample said: "There are a number of people on campus who regret the fact that the exchange program stopped when Dr. Dotsenko decided to stay in the country. But it is too extreme to say he has been pressured into leaving."

"Dr. Dotsenko has done some good work here and it will shortly be published. His presence has been most beneficial to the department," he said. Academic vice-president Max Wyman said: "It



**Killam Library**

A contract valued at \$6098,700 has been awarded by the Board of Governors of Dalhousie University to Fraser-Brace Maritimes Limited, for the construction of the Izaak Walton Killam Memorial Library, Dr. Henry D. Hicks, the president, announced yesterday.

When completed in the summer of 1969, the 230,000-square foot library will be a memorial to one of the university's principal benefactors.

The building will be financed by a \$5,666,760 self-liquidating loan from the Province of Nova Scotia, and by income from monies of the Killam Trust.

The Killam Memorial Library, a major element in the development program of Dalhousie, will serve the total library needs of undergraduates, graduate students, and faculty members outside the professional schools. In addition it will be the major research and referral library for Nova Scotia and probably for the Atlantic Region.

The library building program, which was planned for a potential student body of 8,000, a faculty of 750 and a library staff of 130, will provide:  
- open access stacks for over a million volumes;  
- seating for 1,300 users in reading-room;  
- individual study carrels and research studies;  
- telex equipment;  
- conference rooms for group study;  
- rooms for audio-visual aids including microtext and phonorecords;  
- public typing rooms;  
- direct "on line" access to computers and telefacsim equipment.

The building will also include a School of Library Science, the university's language laboratories, its Computer Centre, the archives, a small auditorium, special collections and display areas, and the J. MacG. Stewart Kipling Room.

The building has been designed for as much flexibility as possible to meet the as yet undefined challenges of electronics and the communication media in education. All operations with data processing and computer application are linked by conduit to the Computer Centre. In addition, with developments leaning towards the eventual installation of some form of electronic individual and group study equipment, a conduit structure will be included to allow the use of these electronic aids in all perimeter carrels as well as conference rooms and classrooms.

The new library, architects for which are Leslie R. Fairn and Associates of Halifax, will contain a basement and five floors. The structure is reinforced concrete; flat slab construction at basement and ground floor and at the upper floors a special cantilevered ribbed structure to accommodate book-stacks. The exterior will be constructed of pre-cast concrete panels. Ventilation will be by a high-velocity dual duct air conditioning system throughout.

Another feature of the building is the use of an enclosed courtyard some 90 feet square which allows for better space utilization and the creation of more effective traffic patterns within the building. It also provides the principal source of light.

Structural engineers for the library are D.B. Dorey Engineering Limited, and the mechanical engineers are D.J. Morris Engineering Limited.

**CATHOLIC TEACHERS**

interested in teaching in

**CALGARY**

Salary Schedule

(1967-68)

(B.A., B.Ed.)

Years Training	2	3	4	5	6
Minimum	\$ 4,250	\$ 4,850	\$ 6,350	\$ 6,850	\$ 7,350
	9 x 300	9 x 300	3 x 350	3 x 350	3 x 350
			8 x 400	4 x 400	4 x 400
				4 x 450	4 x 450
Maximum	\$ 6,950	\$ 7,550	\$10,600	\$11,300	\$11,800

**MR. J. J. NEARING**

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# genocide



A view of the Russell Tribunal jury moments before it delivered its verdict. French philosopher Jean-Paul Sartre is Executive President of the Tribunal. At his side is outstanding French authoress Simone de Beauvoir. Second from the left is Melba Hernandez.

an interview with

## Jean Paul Sartre

Translated from Le Nouvel Observateur by Francis Weil

**QUESTION:** It seems that we know almost everything about the Vietnam war. Hundreds of testimonies and descriptions have been published. Even the Americans seem to have the merit of being frank in their reports. They welcome journalists to South Vietnam, and don't mind describing the new weapons which they are using to break the resistance of the Vietnamese people. . . . One can very often find, included in the pages of the NEW YORK TIMES, a "courageous" picture of a Viet Cong being tortured - though always by a South Vietnamese soldier. Such things give the impression that in this war nothing is being hidden, everything is being done in daylight, and in front of a faithfully informed public.

The first session of the "Russell Tribunal" already clarified the conditions of the U.S. Aggression, and the methods which the U.S. troops use in the war. I would like to ask what you learned in the second session that you had not known before.

J.P. Sartre: We learned a lot of things, but more important, we understood. We have come to understand, among other things, that never before has there been a war less frankly described, or a war more hypocritical, than this one. Never has the public been so well informed of the details of a battle, and so ignorant of its real significance.

A very strange thing happened in Copenhagen. We all knew that the question of genocide would be raised, and we talked about it right at the beginning. But I must say that the expression caused embarrassment to most of us. Taken in its broad sense of "extermination of a people" it is vague. In its legal sense it is a notion established by Lemkin between the two world wars, and has been acknowledged by an international convention only since 1948 to condemn any enterprise comparable to the systematic killing of the Jews by Hitler.

I was reluctant to use such a word in connection with the Vietnam war. . . . Would it not be sufficient to show—and we could prove—that the Americans are using torture, destruction of the flora and the family

structures, and committing different other war crimes?

Then, as the testimonies were being accumulated, as the true face of the war was being shown—in fact we learned many things—we realized that there is no notion other than genocide that could describe what is going on in Vietnam. Everyone was convinced—even the most skeptical.

**QUESTION:** Is there a difference between what the Americans are doing in Vietnam and what other Armies engaged in "total wars" have done, elsewhere, in the past? When the Allies destroyed Dresden and Hamburg during the second world war, nobody said it was genocide. The purpose, though, was to kill as many Germans as possible.

J.P. Sartre: You can't really talk about "genocide" in the case of a "total war" between nations of comparable strength, because the risks of annihilation are equally divided, at the beginning at least. . . . The U.S. could destroy the U.S.S.R. with atomic bombs but they would know that the soviet retaliation would immediately kill millions of Americans. Even if they were foolish enough to do that, it could not be called genocide, because the extermination would not be one way, deliberate, and without risks.

. . . The killing of the Jews by the Nazis, of the Tartars by Stalin's USSR are examples of genocide. . . . The wars of the nineteenth century involved limited genocide, limited in the sense that the Europeans wanted to keep the populations up to certain levels in order that they could exploit it by having cheap manpower. . . .

In Vietnam the situation is very different. The U.S. do not face a classical colonial situation, because they have almost no economic interests to protect.

The goal of the war is not to maintain a source of raw materials, or a market, but, as General Westmoreland said very clearly last October, to keep a military base on the Asian continent, and prove to the whole world that being a "Guerilla does not pay." To accomplish these ends, the U.S. does not need the Vietnamese people. Economic interests do not put any limit on the massacre of those who oppose them. And, as the whole population is now against them, they are logically led to a full extermination, that is to the destruction of the Vietnamese people, at least as an organized body.

This is to understand it implicitly, for when they are in the jungle they quickly adopt two formulae that are contradictory only in appearance.

The first one is, "The only good Vietnamese is a dead Vietnamese." From the American point of view, this is exact, as they cannot even be sure of their al-

lies in the South. There is always a fifty per cent chance that a soldier from the Saigon army will betray. When they went on their big "cleaning job"—which was a failure—in the "Iron Triangle", the Americans didn't say a word to the Vietnamese staff because they know that the leaks always occur.

The second formula is "every dead Vietnamese is a Viet Cong." It is used to justify the massacres committed in the name of the first one, but it also contains the implicit recognition of the fact that the whole population is against them.

**QUESTION:** You are saying that, logically, the American intervention leads to the annihilation of the whole Vietnamese people. Is this what is really happening there?

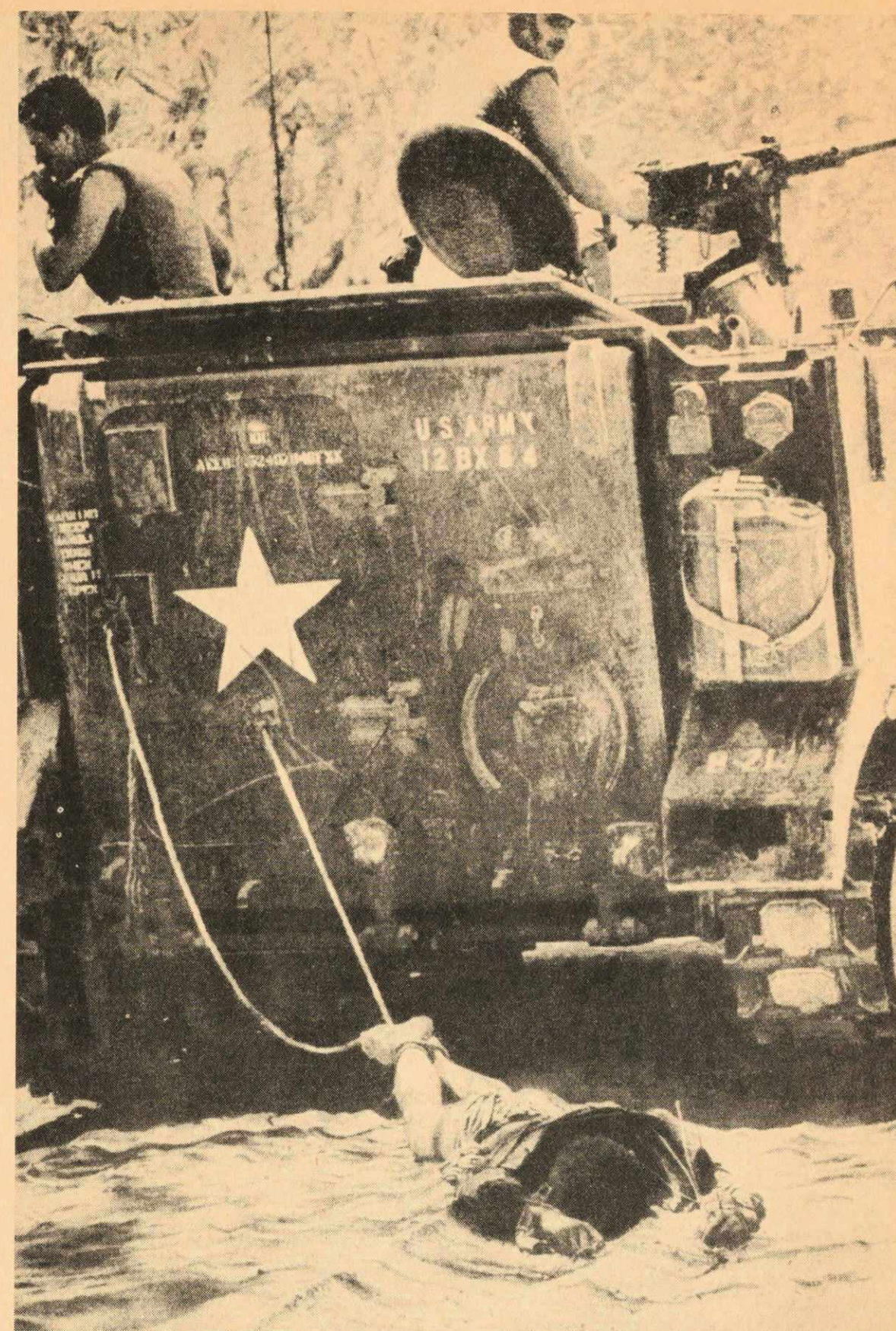
J.P. Sartre: We have learned what the Americans are doing there through the testimonies heard in Copenhagen. Some Vietnamese testified—honestly and with an admirable moderation—but so did Americans—not deserters, but young men who served in Vietnam, and came, freely, to tell of what they did and what they saw.

Earlier you mentioned pictures of torture which have been printed from time to time in the NEW YORK TIMES showing Vietnamese being tortured by other Vietnamese. In fact, there is always an American instructor standing in the background. The interrogation procedure has been very well explained to us by one of the American witnesses, who had himself tortured, and taught others how to torture. . . .

When a village is conquered in an area controlled by the Viet Cong, it is destroyed, and everyone is shipped away—mainly elders, women, and children, as the men are far away in the fighting units. All these people are sent to the "New Life Hamlets." Some are questioned. When the Saigon army units take part in the operation, it is the Vietnamese who lead the interrogation. But always under American control. The Vietnamese have nothing to learn on the subject of torture, but the Americans are there to teach the art of progression in the sufferings, without which there is no efficiency. "When a guy was brought in, his face already smashed, how could you expect me to get any information out of him?" said the witness.

When only Americans are involved, they interrogate—torture-themselves, with a South Vietnamese interpreter. We saw a movie showing a fat American endlessly kicking the sexual organs of a lying Vietnamese. The Americans are always there, and to pretend that it is only the Vietnamese who torture each other is a half truth that becomes, in the States, a racist lie which strengthens the idea: "all these people are a bunch of brutal savages anyway."

In most cases a prisoner, after the torture, is delivered by the Americans to the Saigon forces and put in jail. There, he experiences again new and terrible tortures. The testimonies that we have collected con-



cerning the horrible sadism which prevails in the Pulo-Condor prison, for example, are overwhelming. The Americans visit it quite often, and they know what is going on, but they don't care. This too is a war crime, for an army is responsible for the prisoners it takes on the battle grounds.

In fact, there are very few fighting men made POW. In most cases the Viet Cong are shot when they are caught. We saw a film made by an American showing soldiers killing wounded prisoners. When a witness who had captured four Viet Cong inquired about what should be done with them, the answer was, "Get rid of them. . . ."

Remember how horrified we were after the second world war to see pictures, taken by none other than the Germans, of naked Jews and Jewesses going to the Gas Chambers, of men suffering and being killed. The Nazi soldiers were having fun taking these pictures. We saw exactly the same thing in Copenhagen. The film assembled by Pic couldn't have been made if most of the pictures and documents shown hadn't been made by Americans. There is a horrible scene where a soldier kills a Vietnamese and then, for fun, to amuse his buddy who is holding the camera, shoots one more bullet in the anus of his victim.

I am not saying that all the Americans have that kind of fun, many, we were told, are disgusted but some of them have the same kind of serene joy in extermination that the S.S. had.

The others obey reluctantly. A young Negro told how an officer pointed to a woman and said, "You! Shoot her!" He did it. The officer was not a sadist. The orders were to shoot everyone during the operation. When asked why he had fired, the witness said, "If I had not done it, it would have been my turn one day or another."

We were told of an American general who used to go "Viet hunting in a helicopter. He shot every man he saw. "But never the women," he made a point to explain. But as you know, the women wear the same black pajamas and the same hats as the men. It is not easy to distinguish between sexes when you are above them.

I could tell you twenty other stories, but they would not add anything to the fundamental phenomenon: When one starts to shoot at sight everything which moves and is yellow, the genocide has started. Oddly enough, it was the privates who first realized this. They arrived without many ideas—usually just the conviction that their job was to protect the "good ones" from the "bad ones". They quickly realized that they are hated by every Vietnamese; therefore there are no "good ones", and they are not here to liberate a nation, but to kill all the Vietnamese. They realize that they have been cheated, but instead of turning their disappointment against the government, they turn it against those who refuse to be liberated. Although many of them understand what they are being made to do, they don't talk about it because it is not easy. Remember the young Frenchman who came back from Algeria, where they had been forced to "certain things" which they also preferred not to talk about.

This intention to commit genocide doesn't only manifest itself in purely military actions. It can also be seen in a deliberate effort to produce a decrease in the birth rate, to systematically maim people in a physical and mental way, and to transfer large portions of the population. The Americans do not admit this, but the effort is being made.

Certainly for example, the tactic which consists of burning the land. In the South chemical products are spread over good land in the regions controlled by the Viet Cong. At first the Americans tried to defoliate the jungle, but with very poor results; the jungle is tough, and cannot be easily destroyed. So they worked on the open areas. The reasoning is as follows: "The revolutionary army is living among the people as a fish in water. Then let us empty the water from the tank," that is, let us destroy the people by preventing them from feeding themselves, and thus the Vietnamese. Abandoning their burnt villages, the peasants are taking refuge at the edge of the jungle, cultivating narrow pieces of land protected from the planes by the trees.

In fact the whole tactic is a failure for the Americans. The fighting units of the NLF are quite safe in the jungles and they receive their food from other regions. In fact, not only are they independent of the peasants that the Americans are trying to starve, but it is they who feed and help the peasants that the other side is trying to destroy.

The Americans, however, offer a choice to these peasants: if they don't want to be bombed and starved, they can go to the nearest American or government post (preferably during the night, if they don't like to be shot at from a helicopter) and they will be installed in a "hamlet of the new life."

What happens there? The people grouped in these hamlets are evidently considered as suspects, as they come from a region controlled by the Viet Cong. They will be treated as such. First, the institution of the family, an important thing in most Asian Countries, is destroyed. Often the husband left long ago to fight with the F.N.L. But if he is still here, and if he surrenders together with his family, he is interrogated right away and often tortured. If he is very young, he is forced to join the government army. As a result the family ties have almost all disappeared and this leads to a lower birthrate. I, personally, insisted on knowing how significant this decrease is. I was told that it is high: 500,000 people are in jails, and, in the regions controlled by the Americans, more than a third of the population lives in the "hamlets of the new life." The 1948 Convention has qualified as an act of genocide any action causing a decrease in the birthrate.

The inhabitants of the hamlets have very few job opportunities. Some (least suspected) get menial tasks in the American Army camps, but the daily living conditions, the basis of any culture, are off balance. Hygienic conditions are horrifying. The food is shamefully insufficient, either because the Americans "forget" to distribute it, or because the rice which is delivered—and which, by the way, has been stolen from the peasants of the region—is sold in the black market by the South-Vietnamese civil servants. All this leads to the "physical and mental degradation" denounced as an act of genocide by the 1948 Convention.

The only choice, therefore, for the Vietnamese, is between death in their village, if they stay, and the slow degradation in the "hamlet of the new life". It is not really a choice as their decision is inspired by terror: the peasants seek refuge in the hamlets when they can't take any more bombings or when they are taken by force. The idea of a "free choice" is only an American propaganda lie.

**Question:** You are saying that the American policy in Vietnam only has a meaning if it implies genocide. Then, why doesn't the U.S. try to end the war quickly by escalating it "all the way"?

J.P. Sartre: They cannot do this for economic, strategic and military reasons. You can't improvise an operation of such importance. You have to build a whole network of air and army bases, of roads and harbours. You can't do that in one day. Maybe this problem could be simplified by the use of atomic weapons. However their efficiency would be small because North Vietnam doesn't have big urban centres, and, according to the experts, it would be dangerous for the Americans and their allies as well. Moreover the international implications would be far too serious.

Finally the cost of an extermination war is very high. It is therefore necessary to accustom the U.S. public to big financial sacrifices. In fact the American leaders are faced with a serious psychological problem: they announced three years ago that the war would be an easy matter to deal with; how can they now tell the public that in order to fight a tiny agricultural Asian country it is necessary to reorganize the whole U.S. economy, just as during the Second World War?

Thus you can see that the slow rate of increase in the escalation is not due to humanitarian reasons, but rather, to the fact that financially and psychologically it is not possible to go faster.

But the ultimate result is still the same: it is genocide because, and I repeat, there is no other possible solution for an industrialized country which wants to maintain under its control a poor country, whose population is determined to fight a revolutionary war.

—Continued on Page 6—



Dave Dellinger, U.S. lawyer and activist; Stokeley Carmichael, a leader of the Black Power movement in the United States; and Peter Weiss, Swedish playwright, jury members on the International War Crimes Tribunal.



# The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER



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## Personal Criticism

The Gazette has received some criticism for the personal attack on Dr. Engel. It should be made clear that the article does not even once refer to him by name; neither does it criticize the course which he teaches any more harshly than several of the other courses which the Department offers.

The only "personal attack" delivered upon Dr. Engels was in associating him with the examination of his own composition that appeared on page one of last week's GAZETTE. Certainly there were some questions on the examination which were slightly more difficult than those which were printed. Certainly a number of people could not correctly remember the height of a door knob to the nearest half foot. But surely the point to be made is that on a "methods" course students were being EXAMINED on the basis of their retention of grade five mathematics, and not on the ways of teaching grade five mathematics.

Any student who is capable of obtaining an Arts or Science degree is capable of learning, without special tutorage, the material to be covered in any course which he is teaching. To say that this is untrue would be to make a complete farce of our whole educational system, which in turn would only emphasize the fact that the Department needs radical changes.

Doctor Engels is not alone in ignoring this opinion and emphasizing "content" courses instead of real methods courses. Both Prof. and Mrs. Mowat follow the same approach, be it right, wrong, or a mixture of both.

## Credibility Chasm

A key turning point in the Vietnam war occurred in August 1964 when the US Congress gave the President the "authority" to carry the war to the North. Johnson has always cited this resolution in defence from his critics who claim that he has usurped the power to declare war (unofficially) from the representatives of the American people.

The resolution was passed in an orgy of patriotic fury following Administration and Pentagon charges that two U.S. destroyers were attacked in the Gulf of Tonkin by North Vietnamese torpedo boats. It authorized the president to take "all necessary measures to prevent further aggression and to assist in defence of South Vietnam's freedom."

But the U.S. Senate has now made public closed-door testimony by William Bundy revealing that the draft of the resolution was prepared in advance of the Tonkin 'attack,' as a "matter of normal contingency planning."

Last summer a team of Associated Press reporters interviewed officers and men aboard the two destroyers and found wildly conflicting reports on what occurred during the alleged attack.

The captain of the Maddox admitted that he "was becoming less and less convinced that night that somebody was there." To add to the growing scepticism about the Tonkin incident, a well known liberal magazine, The Nation, recently published a story on the attack. The sonar man on one of the destroyers was said to have stated that he heard no sonar noises resembling that of torpedoes on the night in question.

What does this do to the 'credibility gap' - that euphemism for bigger lies from the White House? The gap has become a chasm which has split the American people in two. A recent Gallup poll showed that 46% of Americans disagree with Government policy in Vietnam - while Johnson and his apologists keep crying 'Consensus.'

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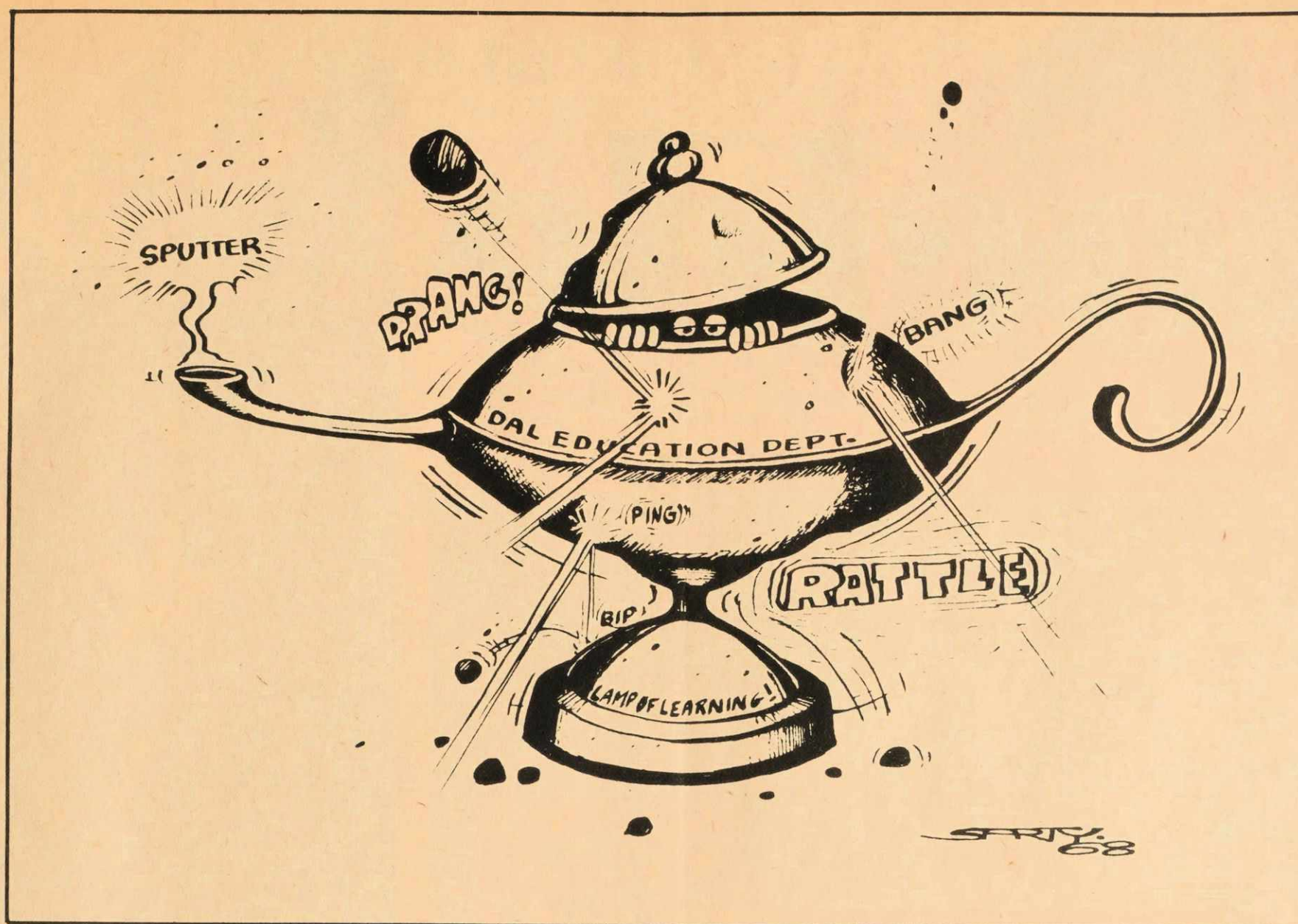
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## An examination of The Department of Education

PETER ROBSON

Lately, the Department of Education at this University has come under heavy criticism from students within the course and ridicule from many not involved. It is far past time that an analytical examination was made. The good must be separated from the bad, regardless of the pain that this may cause to any one individual. The good must be kept, to be of benefit to students yet to come. The bad must be ruthlessly destroyed.

Let me first assume that the department has an aim - to educate those who wish themselves to become educators, to prepare them to take their place in their chosen profession. All courses should have this as the prime reason for their existence, or be discontinued or moved to the domain of another department.

The individual courses must be examined under this criteria, and action taken on the result. It would be easy to tear each course apart in detail, here in the Gazette. It would not, however, be an interesting proceeding for those not involved in the course as it is now set up. For the purposes of this letter, let us simply say that every course, without exception, needs to be changed. Some need to be united with others, some moved to other departments, and some completely done away with.

I would like to suggest that a committee be set up, to discuss the problem of curriculum changes. This committee would be made up of three professors, to be appointed by the head of the department, and three students, to be appointed by the Education Society. The pros and cons of all possible changes could then be argued out carefully, but without the chance that decisions made will be without at least the knowledge of the students. What I hope

to avoid by this suggestion is a very common practice of staff! They willingly listen to any suggestion, but are not as willing to take action. If they can put the students off for a while, they seem to think that the matter will be forgotten. We cannot afford to have the suggestions for improvement in this department slide into the bureaucratic staff machine, where they may become forever lost.

Before moving on to other branches of criticism of the department, I have one more suggestion to make to promote some sort liaison between staff and students. The Education Society should be represented at all faculty meetings, and have a say in the proceedings there.

This would probably serve two purposes. First, the meetings would probably be shorter; if a professor had nothing to say, the chances are that he would not ramble on unnecessarily. The student might serve as a catalyst in getting some work done. Secondly, the students would have a direct line to the whole faculty, so that the faculty will know where the students stand, and vice versa.

There are many on campus who are not aware of the problems encountered in the department; even the ones who are laughing are in most cases enjoying the stories and rumors about individual professors and their alleged incompetence. In some cases this is unfortunately true.

In other cases, the blame must in all fairness be placed elsewhere. Each member of staff (the same staff that has been bitterly condemned) does, I feel, try to present a good lecture. That he does not may be due to the fact that he is teaching too many courses, often double the number other departments require of their lecturers. The member of staff may indeed be incompetent, but the present work

load does not give him a fair chance.

Even while the professors are overworked, since the department has only half the professors required to teach the number of courses offered, the students are also overloaded, at least as to class time. Last term, I had twenty-six class hours per week, scheduled so that there was no length of free time any day between the hours of 8:30 and 5:30. The few hours spent out of class are at awkward times, and are difficult to use to best advantage. Unfortunately, the mark obtained on some courses (for example, 40% of the mark in Education 10 is based largely on attendance).

The final disappointing thing about the department is the facilities and the equipment. They are pathetic. Look for yourself, any day between the hours of nine and five. This must change.

In the course of this article, which is admittedly only the personal opinion of one student, every facet of the department has been criticized, from curriculum through staff to facilities. I firmly believe that they all need this criticism. Plus much more of a personal nature that must not go into print. The quality of the Education Department determines the quality of the teacher, and that in turn directly influences the quality of the student entering the university. If we wish to raise the percentage of students going on to university from present 8.1% at least up to the national average of 9.5%, we must start here, at this university, with a teacher training program that is at least adequate. To be sure, many excellent teachers graduate from this university every year. However, I personally wonder if this is because of, or in spite of, the training offered by the Department.

## Sane or senseless?

# The Free School Movement

By TERRY CAMPBELL  
FOR CANADIAN UNIVERSITY PRESS

VANCOUVER (CUP)—When 13-year-old Duncan Innes goes to school, he is going because he wants to. Nobody will phone his parents if he doesn't turn up. And yet both Duncan and his parents feel he is getting a far better education this year than in past years.

Duncan is a student at the Barker Free School in Vancouver—one of a new breed of schools that are rapidly cropping up across the nation.

Nobody knows exactly what a free school is. Between Christmas and New Year's representatives of eight free schools from across the country spent several days at the New School in Vancouver trying to answer, among other things, that very question.

The conclusions reached were more non-conclusions. Those present learned they agreed on some things, disagreed on others. The only thing they were unanimous upon was that the present public school system is incapable of coping with modern educational requirements.

Represented at Vancouver were Toronto's Everdale Place, Toronto's Rochdale College, Winnipeg's Who House, the Winnipeg Free School, the Viewpoint non-school at Argentea, B.C., Vancouver's New School, Barker Free School, and Knowledge.

With the exception of Rochdale College, all these schools or non-schools cater to elementary or secondary school-age students. Rochdale is a co-operative residence for college-age students that strives to offer a unique educational environment.

But while those who staff the schools are less than certain how to describe their operations, the students who attend have few if any reservations.

Take Duncan Innes for example. Before he was sent to the Barker Free School, he was what is known as a "problem child."

"I didn't get along," says Duncan, an unusually articulate youngster for his age, describing his public school career. "I used to throw things and get into trouble."

Duncan says his mother sent him to Barker because of this rebelliousness. "I always liked to hear them shout at me," he says. "But now I like school."

Last year, while attending public school, Duncan missed 30 days because he was "sick." "Sick of school, I guess," he says.

To date this year he has missed only one day. "But I didn't have to say I was sick. I just didn't feel like going so I went somewhere else instead."

Each school day for Duncan begins with a meeting. The students at his school—all elementary age—at-

tend a general meeting each morning at which they decide what they will do for the day.

This aspect of the free schools is generally widespread—the active participation by students in the decision-making processes of the school. "If the teachers want one thing and we want another, we outvote them," Duncan says.

The crucial question however, is whether the free school gives a better education than the traditional public school. "I feel I am learning more now than I was before," says Duncan.

A schoolmate of Duncan's, 14-year-old Clay Ray, was less willing to assert this point, but admitted it was generally so. "But sometimes the teachers get pushy and try to run things. Then we won't talk to them, and we don't find out anything."

Clay, brushing back his shoulder-length blonde hair (there are no dress restrictions in free schools), tells of the type of things he does at school.

Well, one time we built a still," he says.

The question was obvious. What were they going to do with the still?

"Make booze, I guess."

"Make Booze! Wouldn't the teachers object?"

"No, not really. But we never got to make the booze because the little kids wrecked the still."

Suppose they hadn't wrecked the still, would you have known how to make booze?

"Oh, it's simple," explained Clay, somewhat eager to display his knowledge. "You make a mash and you put yeast in it..." He went on to explain quite clearly the process of fermentation.

The he described how the different liquids in the mash boiled at different temperatures and how this enabled one to separate the vapors in a still and then condense the vapors to get booze. "Of course, you can use it for other things like making clean water," he added.

Here was a 14-year-old boy at an elementary school level giving me a somewhat comprehensive high-school physics and chemistry lecture.

"The main thing is to meet the needs—both personal and academic—that the kids themselves recognize," explains Gordon Mackie, a student at the University of Manitoba and one of the most articulate spokesmen for the free school movement. He is currently involved in getting up a free school in Winnipeg for dissatisfied high school students and dropouts.

The mainstream schools aren't meeting their needs," he says. "For the student, it is a question of what I need to know. You can't tell me what I need to know."

For example, three-, four-, five-year-old kids need to learn to read. They know this. Everything

they see around them is in print. You give them books and you should watch them gobble them up."

With the youths he is working with in Winnipeg, the needs are different, Mackie says. "These kids need to know how to structure interpersonal relationships. At the conventional high school level, relationships seem to be based on economic rather than human grounds—you know, the best guy is the one with the flashiest car."

Bob Barker, the founder of the Barker Free School, generally agrees. A balding 54, he is a senior figure in the movement.

"What we are trying to do is bring people up so that they are best able to cope with life today and life tomorrow. The mainstream schools are failing at this for two reasons."

"First, the means of the traditional school are too limited. You can't educate people when you have 40 to a class."

"Second, there is the bogy and fear of public opinion. Public school teachers, because they are public servants, are afraid to act. But so are politicians, and they are acting all the time. I call it a bogy because I don't think it actually exists."

Mr. Barker feels the "whip theory of education"—his label for the public school system—does not produce persons capable with life. "All it produces are narrowly educated robots. We don't want kids to qualify for the status quo; we want them to qualify for changing the status quo. The most important thing is what we are doing for the kids."

But while they are successful dealing with youngsters, the free schools are having definite problems ensuring themselves financial security. They are officially private schools and as such are not eligible for government grants.

Mr. Barker admits his school would have been out of business this year if the Company of Young Canadians had not agreed to pay the salaries of his staff. "We charge parents what they can afford to pay, but this doesn't nearly cover our costs. If it weren't for the CYC, we couldn't have operated this year."

As in most free schools (the New School in Vancouver is an exception), Mr. Barker's staff are being paid minimal salaries. The CYC also pays salaries at the Toronto area's Everdale Place and Vancouver's Knowledge.

Mr. Barker hopes some of the financial problems will be met by an independent foundation now being incorporated by a group of Vancouver business and professional people. The foundation will attempt to raise funds for free schools. "But if we don't get CYC help next year, we could be in trouble," he says. Right now he doesn't know where next year's funds are coming from.

## Greatest Failure

Dear Sir;  
You and your staff are to be congratulated for having the courage to voice what many Education students have been thinking regarding the value of the present Education course at Dalhousie. It is indeed unfortunate that such an action should require courage, since it is the primary duty of a university newspaper to express the opinions of various student groups, and in this case, the student group makes up an important section of Dalhousie graduates-to-be.

My first reaction to your publication of this exciting dissatisfaction was one of surprise and apprehension, for, after all, one just doesn't criticize one's professors, does one? However, I suddenly realized that it was only a traditional but groundless fear of a department's reprisals which made sincere and constructive criticism seem like audacity. Surely, I thought, the members of the Education Department will not be aggravated by this criticism, since, if it true, they would naturally profit from it and correct the faults which were pointed out. If the criticism has no basis, who but the Education Department should better realize that the best way to deny criticism would be to issue a statement correcting any erroneous charges and explaining their own views on the matter; in other words, "educating" those who spoke in ignorance or error. My natural respect for those individuals who educate educators denied the possibility that these individuals might not accept the articles broad-mindedly, as criticism, whether they agreed with them or not.

It is therefore with surprise and disappointment that I (who am taking classes in Education) am struck by the Department's reaction to your articles. Some professors flatly condemn any expression of such criticism, and others refuse to comment at all. There is a growing need for students who criticize to keep their identities secret, for those who speak openly are condemned in the classroom. Words like "witch-hunt" are being used in connection with the department's disapproval of these students' actions. There are some who claim that the Gazette's articles have ruined any chance of bringing about improvements in the Department, but it should be obvious that, if this criticism serves to halt improvement rather than speed it, then the Gazette has at least managed to expose the greatest failure of all by the Education Department; the failure of display the broad-mindedness which it is supposedly encouraging in the minds of Dalhousie's Education students.

In light of this indignant, almost outraged reaction to your articles, it is perhaps worthwhile to consider the old (but relevant) adage that "criticism never hurts, unless it should."

Name Withheld (by request)

## Problems not new

January 12, 1967

To the Editor:

Last week's article 'Education no laughing matter but...' evidently was written by persons suffering from post-examination blues. There is a very stilted and bitter attitude permeating throughout the article that is shared only by a few of the education students who perhaps by not attending classes have not given the Education program a chance. In our classes and seminars, the professors have been more than courteous in accepting criticism of subject matter and methods.

The problems of teacher-training are not new. The Administration and professors in Dalhousie's Education Department have extended an effort in making the transition for students from the aloofness of an undergraduate degree to the actual field experience necessary for teacher-training. Also co-operating teachers throughout the city and the province have attempted to make this teacher-training course a valuable experience.

To give an unfair picture of the B. Ed. program on the basis of parts of some examinations is a case of not being able to see the forest for the trees. It seems that the people who wrote last week's article are not interested in improving the education program with some worthwhile suggestions but were concerned with presenting a dramatic and thoroughly superficial editorial.

The Education courses at Dalhousie have stimulated new attitudes and awarenesses of what teaching is all about, without which we should be severely handicapped when confronted with the actual classroom situation. I am not accepting the 'status quo' as the only way of training teachers, but I feel that it is a very useful attempt. There could be improvements in some presentations of courses but there could also be improvements in our response to some of the courses. It is my hope that those who wrote last week's articles, perhaps out of post-exam anger, have had a chance to reconsider their position and try to co-operate instead of condemn in an effort to make our teacher-training experience a valuable one.

An interested Education student

## SAEWV ANTI-WAR STRATEGY

By CHRIS THURROTT

A campaign to fight local campus complicity in the Vietnam War was planned by students at a U of T conference over the Christmas break.

120 participants, representing campuses from Halifax to Vancouver met at Hart House in an assembly called by the Student Association to End the War in Vietnam. The assembly also voted to mobilize a Canada-wide day of protest on February 9th centered on the theme of ending campus complicity.

Among the guest speakers at the assembly was Laurier Lapierre, former host of the 7 Days show, and now Vice President of the Federal NDP. In a ten minute speech, Lapierre fully supported the assembly and harshly condemned American involvement in Vietnam. He stated that the Canadian government does not condemn the American aggression because "our economy is so intertwined with the United States that it is best to please our customers."

"Essentially the country is not independent, and it is this that frightens me," he said.

On the first day of the conference the students also heard from Syd Stapleton, a leader of the Student Mobilization Committee in the States. Discussing the October 21st action which the SMC organized, he outlined plans for a student strike for the 10th to 20th of April. He predicted that this global action would meet with favourable response from students around the world.

A message of support for the SAEWV assembly was received from Doug Ward, past president of CUS, and numerous student government representatives from across Canada.

The assembly dealt with the vital question of building a student anti-war movement on the campuses, a movement which could mobilize thousands of students unaffiliated to any existing political ideology, but who are being radicalised by the Vietnam issue. In their campaign to "Drive the Warmakers Off the Campus" the students look to support from the expanding "Student Power" movement.



# "NO COMMENT,"

## absolutely no comment!"

on the witch hunt.

Last week's article on education has proven one thing: the Dalhousie Department of Education is certainly no laughing matter. In fact, it is something to be feared.

The newspaper was released Thursday night. At 9:15 Friday morning, it was delivered to the Education Department. By 10:30 the great witch-hunt had begun.

One would think that in a modern Canadian university a student would be free to criticize the course structure which is determining his studies. You may rest assured that he is not.

Certain professors of the Education Department reacted to last week's article in the most emotional and degrading ways imaginable. If there were factual errors in the article, the Department communicated none of these to the GAZETTE. Instead, certain professors in the Department began an actual campaign to determine the identity of the authors of the article.

One professor went to the trouble of pointing out to his class that if letters critical of the article did not appear in the GAZETTE, he could arrange for the failure rate to rise at the end of the year. Such a statement on the part of a professor is the most horrible type of blackmail which it is possible to imagine in a university context.

By Monday morning the situation had reached unbelievable propor-

tions as a professor announced that Prof. Mowat would soon be wiping the smirks off certain student faces, that the three culprits had been discovered, and that they would be "punished".

The author of the statements, and the accomplices who obviously supported him, have lost their integrity as men, much less as professors.

How can you fail to feel a certain surprise in belonging to a university which, despite its many merits, supports a department where not even the fronts of democratic processes are allowed, and where not even the first sort of academic freedom is enjoyed by students?

This is no exaggeration. The department's latest move consists of establishing a system whereby students can bring "honest criticisms" to the faculty by sending them anonymously to the executive of the Education society . . . It is important to understand that this was done in lieu of stating openly and with professional honour that students could bear their grievances and complaints directly to all faculty members without fear of reprisal. But of course, such a promise could not be taken seriously in light of the recent record of the department unless public apology were made to the victims, whoever they may be, of the department's manhunt.

On the other hand, a lesson should

be taken from this week's, and no doubt the whole year's, events in the Education Department. It should be clear that it is of incredible importance to have students sit on all faculty committees. Students have a right to help determine their curriculum, for they are the ones who are directly concerned with it. Student representatives have a right to be present when students are being discussed, and decisions concerning them are being made. Students have a duty to inform their professors of their complaints, in an honest and legitimate way, and with a guarantee that they will not be penalized for making statements which it is their right to make.

It would be extremely unfair to leave the reader with the impression that the Education department is "all bad". Some of the professors are as good and as open-minded as one could ever hope they would be. But some are certainly not.

After last week's article was printed, an attempt was made to contact many of the professors for interviews. While Dr. Engels refused to be interviewed, he was polite enough to explain his reasons.

The same can not be said of Prof. Mowat, who repeatedly and rudely refused even the most explanatory comments, and thereby helped the Gazette to develop an insight into why the Education Department is so open and so free.



A.S. MOWAT, M.A., B. Ed., Head of Education

## "Take a strong stand"

Dear Sir:

I was disappointed to see that personalities became an issue in last week's unsigned article by education students.

Engels is a fool admittedly. But his competence or lack of it is peripheral to the larger problem. Map coloring techniques do little to increase our awareness (except of Eagle's colored pencils) Again, however, this is a trivial matter.

No one is allowed to criticize course content or professional approach. This is an important point. Mowat feigns freedom of discussion. What everyone knows, although no one will state it, is that there will be repercussions if criticism is levelled against any aspect of the programme. This charge would be difficult to prove. Everyone is intimidated however by the prospect of subtle discriminatory attacks. Even now I suspect that there may be a witch hunt to discover who wrote the last article in the paper. Even if this is not the case (and there are a great

number of us who feel that it is) the fact that such a possibility exists (even if it is in our minds) suggests that a very dangerous and unhealthy atmosphere exists in the department. No student should feel forced to pander to the professor's pet theories. I personally do. Discussion is allowed only within the professor's framework. To suggest an alternative is to risk a low mark. Now I have a mid 70 average. I am a coward. I will not stand up publicly against the department. I want my degree. But the department reeks of stagnation. Few new ideas are being presented. We are still being thrown tasty tidbits about Lunenburg and Edinburgh in the early 1900's. This is of necessity, since Mowatt has been wallowing in the department for 29 years making the issues and progression more murky as time passes. To say that he is due to retire in a couple of years is not sufficient justification to allow the intolerable situation to continue.

I hope the Gazette will take a strong stand against the department.

## "Hook, line, and sinker"

TO THE EDITOR:

Many people are swayed by everything they read and hear, and are completely unable to distinguish between propaganda and objective facts or between hostile outbursts and constructive criticism. Due to the recognition on our part, as Education students, of this extremely prevalent fact, we wish to clarify for your readers (and evidently for your own benefit, too) the actual situation that exists in the Dalhousie Education Department.

First, we recognize that as university students you must have regarded the Education publication in last week's GAZETTE as an insult to your intelligence. It is very obviously - to a critical reader - an exaggerated, emotionally-colored letter which reflects the superficiality of the thinking of the authors. Secondly, taking this for granted - that you are willing to examine people's opinions and viewpoints in an objective and critical way - we would present to you another side of the same story.

We are very quick to recognize many serious shortcomings in our department, and would be the first to agree that some of the criticisms published were valid. Total condemnation of the department is not warranted, however.

We know, too, that there are not enough seminars to allow "formal" hashings over of our ideas and problems. Fortunately, perhaps, many of us have benefitted greatly from informal discussions among ourselves. We do not, in fact, have any say in the curriculum presented to us by the Education Department. Yes, all of us would appreciate a few more progressive, broad-minded and constructive ideas behind the courses and assignments offered by certain of the professors. Certainly, some of them could be much more sympathetic towards our suggestions and problems.

Perhaps it is expecting too much to assume that mere university graduates enrolled in the university's Education Department can recognize the motives of our professors without being "spoon fed." The statement presented last week that there is no criticism allowed for the existing school system in the province is exaggerated! No, we do not have a course called "NOVA SCOTIAN EDUCATION TODAY", but we ARE exposed to the principles and theories and practices which altogether make up the "system". The major problem that seems to confront these unsatisfied people is that they regard education as being a set inflexible and definitive system of methods and philosophies. In view of what it really is - a virtual web of complicated, intricate reactions of individual personality differences in many varied social, economic, geographical and mental situations - it just cannot be defined or pin-pointed to the degree that these frustrated people require to fulfill their needs and desires. They miss the whole point of flexibility - the absolute necessity for adaptability of process, methods and curricula in education systems.

We ARE allowed to criticize constructively and with reasonable logic what we are confronting in our practice teaching which exposes us to various school philosophies found in Nova Scotia. Some professors actually encourage our criticisms and observations; others could give us a lot more comments and could give more encouragement in our disagreements and problems instead of remaining so detached and "closed" on the matter.

Therefore, the value of chart-making, poster-painting, and even map-coloring can be appreciated. The "poster-painting" - as it was so-called - in Professor Marriot's course was extremely bene-

ficial! The students in the class agree. They were given an opportunity to look up material, ideas and techniques; they carried out their projects to their own personal satisfaction.

We are learning practical, concrete, and valuable methods which we can record in our scribbles or in our heads to use - IF WE SO DESIRE - in some future teaching experience. How we profit from these assignments is up to us. Variety and flexibility in classroom teaching has been proved most desirable and effective. These motives and ideas behind our courses in methods have been emphasized by our professors in ways that should have been obvious to anyone who attended classes and to anyone with any sense of reasoning ability.

The value of such activity in the "methods" courses brings out the question of the examinations at Christmas being "so easy" and reflective of those "forums of trivia with little value for actual teaching experience". The fact is not unknown in the Education Department that some persons who skipped a great many classes did well in examinations. Yes, the truth is, it is possible to cram for most of our exams and pass with a reasonably good average. However, all conscientious students are well aware that exams are no real measure of what a person has learned in a course, or really indicative of his potentials in any field of study. Education is no exception. The important thing is not the content, but the attitudes, the adaptability, the creativeness, and the social ease we develop that will help us as teachers. Thus, we can see and justify poster-making activity and similar things; and at the same time see the inadequacies of evaluative processes in an Education Department - (ours is there, too).

No, we do not have enough practice teaching; and the present set-up is very artificial. It is beneficial in that it does expose us to various classrooms and various school systems. The practice-teaching program should be changed in view of the inadequacies that may feel. Perhaps even a system of internship could be introduced into the teacher-training department of this university.

We also recognize that the elementary course, on the whole, seems better than the secondary course; and that students in the department with certain combinations of professors have a problem in recognizing the good points of the department. However, this could happen in any department faculty of any university. Some of the best academically qualified cannot teach us any better - and in fact are often much worse than others in the teacher-training program as well as in other faculties.

Yes we do recognize the shortcomings of our department, but at the same time, we respect its merits, and realize ITS problems. As it exists, it is not a TOTAL "waste of time"!

To the authors of this letter we would say: we feel for you in your dilemma. We are very sorry that you did not take a closer look before you left. Moreover, we feel that your actions do not represent your intellectual capacity accurately. You made the unpardonable mistake of allowing your emotional reactions to distort your clear, objective thinking powers. You allowed yourself to fall into that trap you are supposed to be able to avoid as a teacher. We suggest that, should you really want to improve teacher status, you do not complain about teacher-training in such a way that you only add to the false ideas people have about teachers now! There are venues within the Education Department itself; liaison between student teachers and professors

is not impossible if you work hard enough at it. You did not really try to bring about change - you argued and discussed in an infantile way, until you abandoned your worthwhile project.

To the editors of the GAZETTE we would say: we were sorry to witness such a show of poor taste and discrimination on your part in choosing to publish such untypical facts, instances lifted out of context and pictures labeled with captions which showed that you fell "hook, line, and sinker" for the letter you published last week. If you are interested in the reputation of the university and in the quality of your journalism, you shall have to be more critical in editing articles as serious as the Education one you published.

Sheila MacKenzie  
Grace Kaizer  
et al.

## Interview with Mrs. Gamberg

### Professor of Education

By RON NORMAN  
a reporter for the Gazette

Ron Norman: Mrs. Gamberg, I can't remember ever hearing anything good about Education courses. Can YOU tell us anything good about them?  
Mrs. Gamberg: There is a lot that is not good about departments of Education mainly because real problems are being ignored. As a result, potential teachers are given a hollow set of pieties which hide the real and often baser goals of the educational system. For example, we all know that in our society the struggle for money and the status it gives suffuses our educational system in the form of fierce and often inhuman competition, while educators pretend that the school is working for "individual self-development", "community betterment", "democratic living", etc.  
But a department of Education can be bad only if the whole educational system is bad. Education departments did not INVENT the anti-intellectualism and apathy that pervade the whole system, including higher education. Certainly other university departments have no reason to feel smug. It is not that education departments are so much worse than others, but that they need to be far better. They are more directly responsible for training people who, in turn, can either work toward genuine educational reform or accept things as they are.

R.N. I have heard it said that any intelligent person who is master of a subject can teach that subject well. What do you think of that?

Mrs. G. That's true if mastery includes enthusiasm, real interest in teaching the subject; with young children that's even more important than formal knowledge per se. Just look at a bunch of kids starting school. They are enthusiastic, curious and eager to learn -- almost without exception. Unfortunately, it doesn't take very many years before the schools succeed in quenching a lot of this.

This pattern has almost nothing to do with the adequacy or inadequacy of the teacher's knowledge. The present system really has a negative attitude toward children. It sees them as a nuisance and an inconvenience, more as a burden than a hope. The child is taught to sit still because to move around is taken to mean that he wants to stir up trouble. He is taught to keep his mouth shut, because to talk means he's trying to cheat. He is taught a host of devices for manipulation to appease an authority that is often arbitrary and tyrannical.

It's detrimental to all children to have to adapt to this kind of regimen. It is particularly hard for lower-class kids who haven't been trained in middle-class values, and who therefore have more difficulty in meeting the demands of the schools. As we might expect, they don't succeed as well at being middle class and so are separated out for further discriminatory and debasing treatment. One of the great problems is that we have a one-class school system to conceal a multi-class society.

R.N. What do you say to a multi-class system?  
Mrs. G. I would rather have a one-class society, which, of course, is the same as a society without classes.

R.N. While we are being general, do you think perhaps that children have different capacities and talents, and different contributions for society, so that they ought to be trained differently?  
Mrs. G. There is little known as to how much people's capacities differ. We DO know that their OPPORTUNITIES differ greatly. The question will become relevant only when equal opportunities are provided for everyone.

R.N. What do you think of "streaming" in schools?  
Mrs. G. I oppose the practice of re-enforcing the popular ideas of brightness and stupidity by the separation of kids in school supposedly along

these lines. If someone breaks one leg, it is not the job of the society to break the other, but rather to mend the first one. That is, even if we could accurately judge the intelligence of children -- which we can't at present -- the schools have no right to take those whose intelligence they judge to be less than others and then further penalize them instead of exerting extra efforts on their behalf. In socialist countries, those who master material first share the responsibility of helping the others.

R.N. Now, Mrs. Gamberg, supposing everything else in our society remains the same, how should Departments of Education change? Perhaps you find this question narrow to the point of pointlessness?

Mrs. G. Yes, the system IS in need of basic transformation. But I will try to answer you. Education departments teach theory and methods and supervise practice teaching. Take these three things in turn.

What is needed in Theory is more honesty. Students must be encouraged to look frankly at the failings of the present system. In Methods, students should be stimulated to incorporate new and progressive approaches. Techniques must be flexible and experimental.

As for practice teaching, extended periods of time should be allotted for it. There must be a continuous TWO-WAY communication between student teacher and supervisors, and there should be channels of communication with other student teachers and with administrators in the schools. It must be recognized that student teachers are in the classroom to learn rather than to be tested.

These are some things that could be done without radical changes in the present system.



# Sport Shorts

## DGAC SPORTS

By Robin Stedman

After an active fall, the faculty standings show Physiotherapy in the lead with 127 points and Phys. Ed second with 55 points.

On Monday, Jan. 8th, thirty-seven girls turned up for the DGAC swim meet despite the storm. Six faculties competed in seven of the craziest races ever dreamed up. Shirreff Hall won the meet and deserve hearty congratulations for their performance.

The basketball tournament is underway on Mondays, (7-9) and Wednesdays (12:30 - 1:30). Be sure to come out and support your faculty! As an added incentive, refreshments will be provided after every game.

Come on over to the gym girls. Let's make a concerted effort to dislodge Physio from their "king of the castle" position this term.

DGAC members are currently discussing the question, "Are intermural sports worthwhile for every Dal girl?" If you have any thoughts on the matter, please present them to your DGAC Rep.

## INTERFAC HOCKEY

The second half of the DAAC Hockey schedule began January 13, with Meds in top in both Leagues. Schedules are posted in the gym, canteen, and locker room. Don't wait to be called -- just show up. Basketball also starts this week -- check with your reps and the Dal-O-Gram for times. The second racquet sports tournaments will also begin next week: Badminton will be played Sunday evening (January 28) followed by Paddle Ball (January 29 and 30); Ping Pong (January 31 and February 1); the squash tournament will be held the evenings of February 4 and 5. Participants are needed for all events in all faculties. If you are interested please contact your respective representative and sign up before January 22. Arts especially needs help. Get out and play; you may enjoy it!

## AN INTERVIEW WITH SATRE --

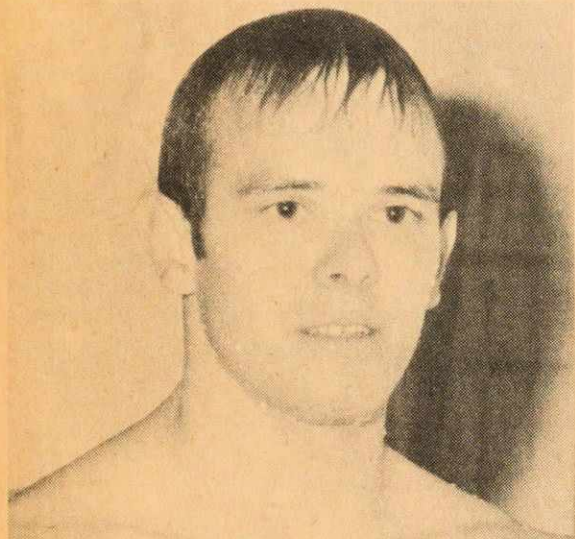
-Continued from Page 3-

Question: Are the Americans winning?

J.P. Sartre: No, because the Vietnamese people are resisting in a manner that has never been witnessed before. The Vietnamese have not only been able to maintain and transform a solid economic organization, but were also capable of saving, even reinforcing, their socialist regime.

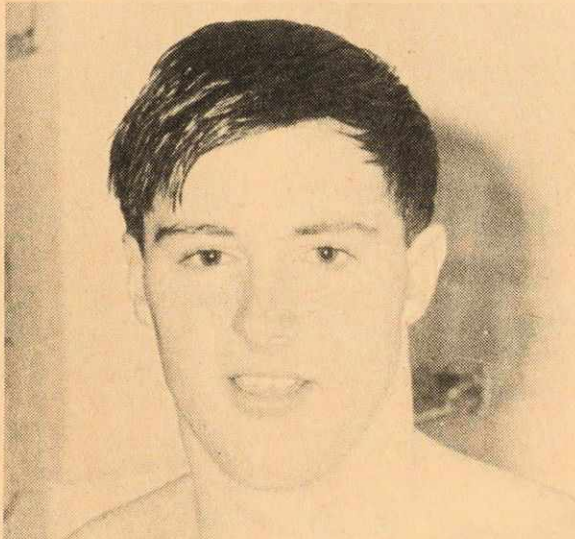
The genocide committed by the U.S. in Vietnam has two effects. It is an act of genocide against the Vietnamese people and a threat of genocide against every country in the other continents, particularly against the people of Latin America, who would like to start their revolution. The American crimes in Vietnam carry the germs of a dozen others, which the U.S. is ready to commit whenever and wherever their leadership will be questioned. This is not known by the average American, because the truth is hidden from him. He is told that the American flag flies wherever freedom needs to be protected. That is why he doesn't understand the hatred arising against him in every part of the world where men are fighting to be free.

# Meet the Swimmers



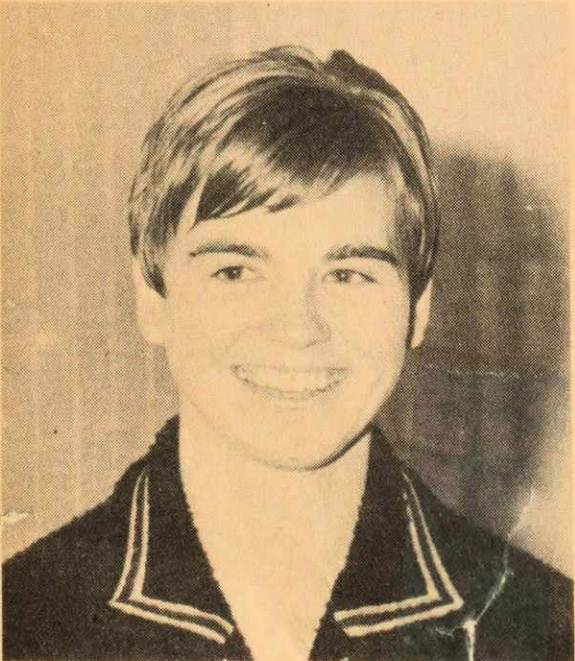
JACK SMITH

A native of Nova Scotia, formerly British Columbia, Jack returns to the team after a year of absence. His fifty-four second hundred freestyle at this early stage of the season indicates that come February he will definitely be a contender for conference honors.



ROB McGRAIL

Halifax via Montreal was Rob's route to the swim team. Last year's sprinter, he will have to work hard to qualify in the sprints this year. His desire and competitive nature should help him improve on his 1966 performance.



OLENKA GORAZDOWSKA

Although hampered by a pulled shoulder muscle in the early part of the season, Olenka has started some of the condition lost during her recovery period. She will be after the MIAA backstroke titles this year as well as the Individual Medley.



PEG SCANNELL

The most improved swimmer in 1966, Peggy continues to amaze the coaching staff with her competitive drive and improvement. By February and the conference championships she will definitely be a contender in all of the freestyle events.

# Tigers win two

By GARY HOLT

The basketball team began their quest of the MIBC title with two wins on a roadtrip last weekend. Led by captain Eric Durnford who netted 28 points and Brian Peters who hooped 22, Dal defeated the St. Dunstan's Saints 105-76 in a game played Friday night in Charlottetown.

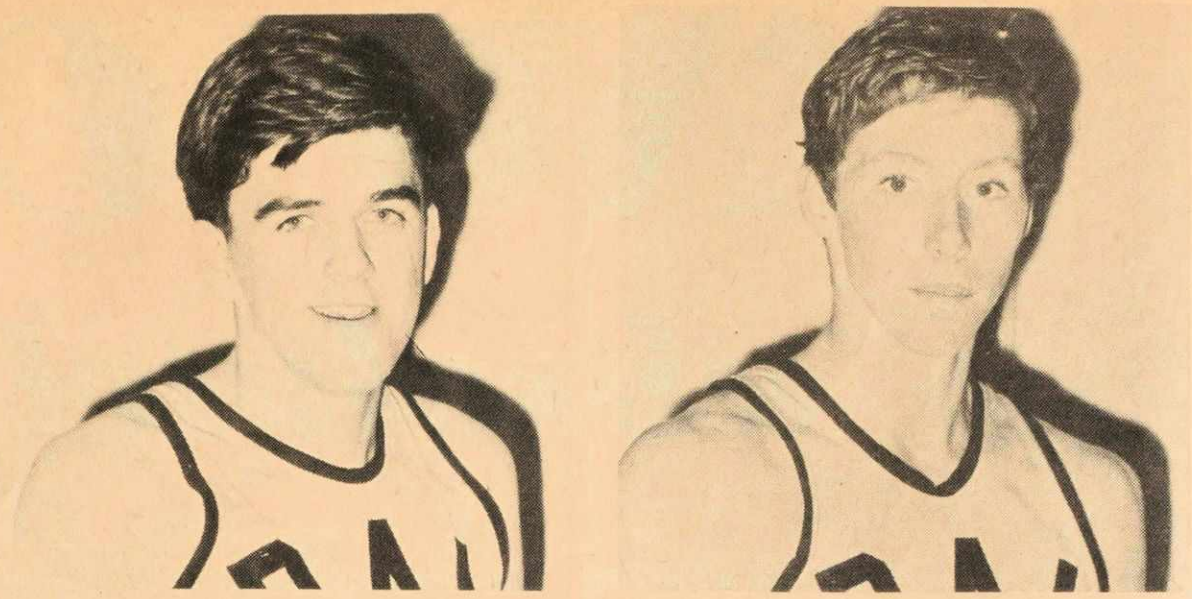
Strong first half performances by Durnford and Irv Cohen paced the Tigers to a 48-35 half time lead. Eric scored 15 and Cohen 16. The second half was paced by Brian Peters who hit for 18.

It was a fine team effort as they had over 50 per cent from the floor and were dominant on the boards as John Cassidy pulled in 20 rebounds as well as scoring 19 points.

Dal - Peters 22, Cassidy 19, Bourassa 10,

Durnford 28, Cohen 18, Savage 2, Smith 2, Bethune 2, Montaganano 2 - 105  
SDU - Jay 6, Diamond 8, Lawlor 8, Sullivan 15, Fitzgerald 24, Burke 4, Butler 5, McNeil 2 - 76  
After building up an early lead of 38-13 after 15 minutes the Tigers coasted to a 77-59 victory over the Mount Allison Hawks at Sackville on Saturday afternoon. The team was again led by Eric Durnford who sank 22 points followed by John Cassidy with 12. Bruce Bourassa was the big man on the boards as he hauled in 18 rebounds.

Dal - Peters 10, Cassidy 12, Bourassa 11, Durnford 22, Cohen 10, Ritcey 1, Snow 3, Savage 2, Smith 2, Montaganano 4 - 77  
Mt. A. - Wood 18, Evans 15, Goss 8, Coupland 8, Chisholm 6, Phinney 2, Fraser 2 - 59



John Cassidy is the starting centre for the 1967-68 Basketball Tigers. John is not in the Maritimes for the first time. Last year he spent a few weeks at St. Mary's where he managed to nail down a starting spot before he decided to go back home to Ottawa and complete Grade 13. Fortunately when John returned to the Maritimes this year he decided to come to Dal. At 6'5" and weighing 200 lbs., John has to be ranked as one of the best "rookie" prospects in the league. John's high school achievements include two appearances in the Ontario Provincial Championships. Both years he was the M.V.P. of the tournament. John should provide lots of exciting action the rest of the season.

Howard Snow known variously as "Hank", "Her-man" etc. is a new member of the Dal Tigers who hails from Yarmouth, N.S. Howard will not be hard to pick out for he is the biggest man on the team at 6'7" and 230 lbs. Howard has improved quite rapidly since coming to Dal. Playing in every game he has shown that he has what it takes to play college ball. Howard's distinctive abilities are in the rebounding department since other players find it rather difficult to move him around underneath the hoop. In the Bluenose Classic, Howard seemed to be the coolest man on the court against Harvard as he handled himself quite well. One can expect to see quite a bit of Howard Snow this season.

# Active Faculty Sportsman

Old athletes never quit, they just have heart attacks. The vim and vitality of one of these potential coronaries in the form of Dr. H. Gamberg has produced a new dimension in the inter-fac program: a Faculty, interfaculty Basketball team. After starring for two years on the Arts football and basketball teams, Dr. Gamberg has decided to organize some of the spryer campus sages into a faculty and graduate basketball powerhouse. The DAAC has consented to let him and any other interested members of the faculty participate in inter-fac basketball this season. The only requirement is that they submit

their names to Norm Vickery before participating in the league. This is merely a formality which will enable the DAAC to reinstate them on the active list, thereby making them eligible players. It is hoped that in the future the faculty will provide enough interested members to produce an all-faculty team for every inter-fac sport, including Little 500 and Flag Football.

# Swimmers hard at work

By ROBERT GRAHAM

The Dalhousie Tiger and Tigerbelle swim teams unpacked their "trunks" and began their busy season early in October. This year the teams have a long uphill grind before the MIAA and MWIAA Championships are held in February. Two weeks before Christmas the teams took to the water in the Annual Relay Carnival at Shearwater where they finished second to the strongest age group team in Nova Scotia (the YMCA Neptunes). This always proves to be an excellent pre-season meet and an indicator for the future.

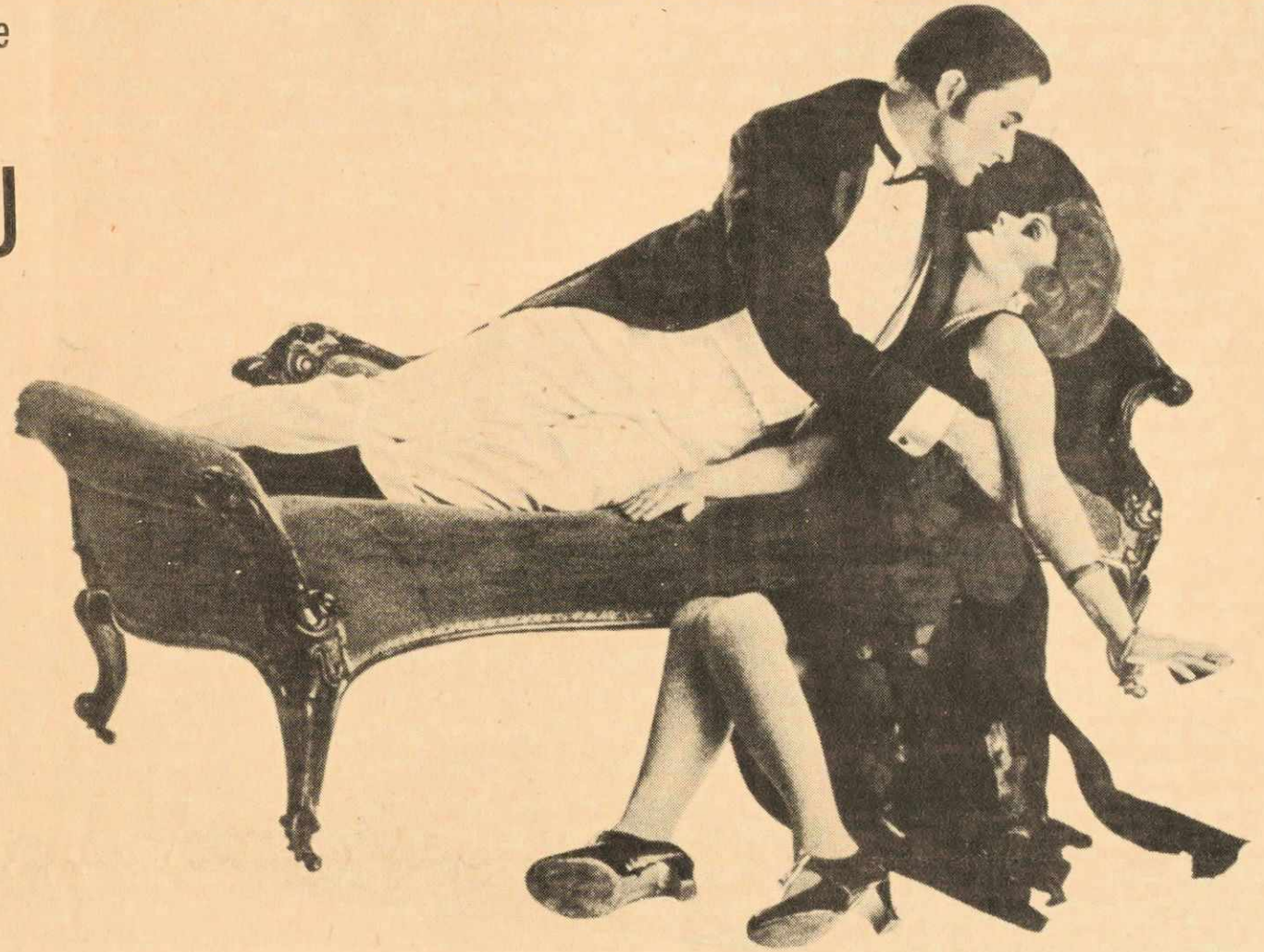
With examinations breathing down their necks the teams took on the Axemen and Axettes from Acadia at the YWCA one week later. The Tigers led by veteran sprinter Jack Smith outclassed the Axemen 56-20 while the Tigerbelle squeaked out a 37-36 victory. These two victories have now stretched the Tigers unbeaten streak to eight straight including an MIAA Championship since last season. Unfortunately two of the Tigers could not compete in the meet. Two of the Tigerbelle were also absent from the scene.

The Tiger team has only five returnees from last year while the Tigerbelle are also a very young team but Coach Graham was very pleased with their initial effort. This team will gradually gather momentum as the season moves on towards the end of February and what they lack in quantity will be made up in quality performances. It is unfortunate that better facilities are not available for this team but stress seems to be one of the keys to success for they continue to practice at offbeat hours in off campus locations.

The Gazette

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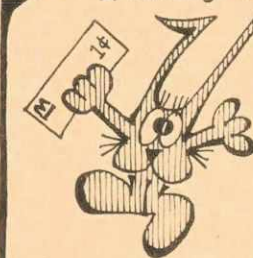
Complete application form 425-402 (available at your Placement Office) and submit not later than January 31, 1968 to:

Administrative Manpower Recruitment and Development Program, Public Service Commission of Canada, Ottawa 4, Ontario.

Quote Competition 68-60.

# LAPINETTE

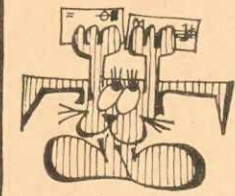
a harey tail by don kerr



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

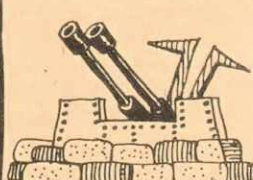
like, how she uses her new True Chequing Account.

she sends out cheques for one cent to her friends.



so, naturally, all her friends have to write her back to thank her for her unexpected generosity.

and then, of course, we send back all her cancelled cheques.

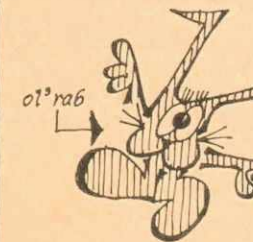


so - for every letter that lapinette sends out, she receives two back.

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

it is also a darned good way of keeping track of your disappearing dough.

so maybe you would appreciate getting your cheques back, too...



your very own custom autographed cheques for you to keep!

checked (and acc acc)

# bank of montreal

## CAMPUSBANK

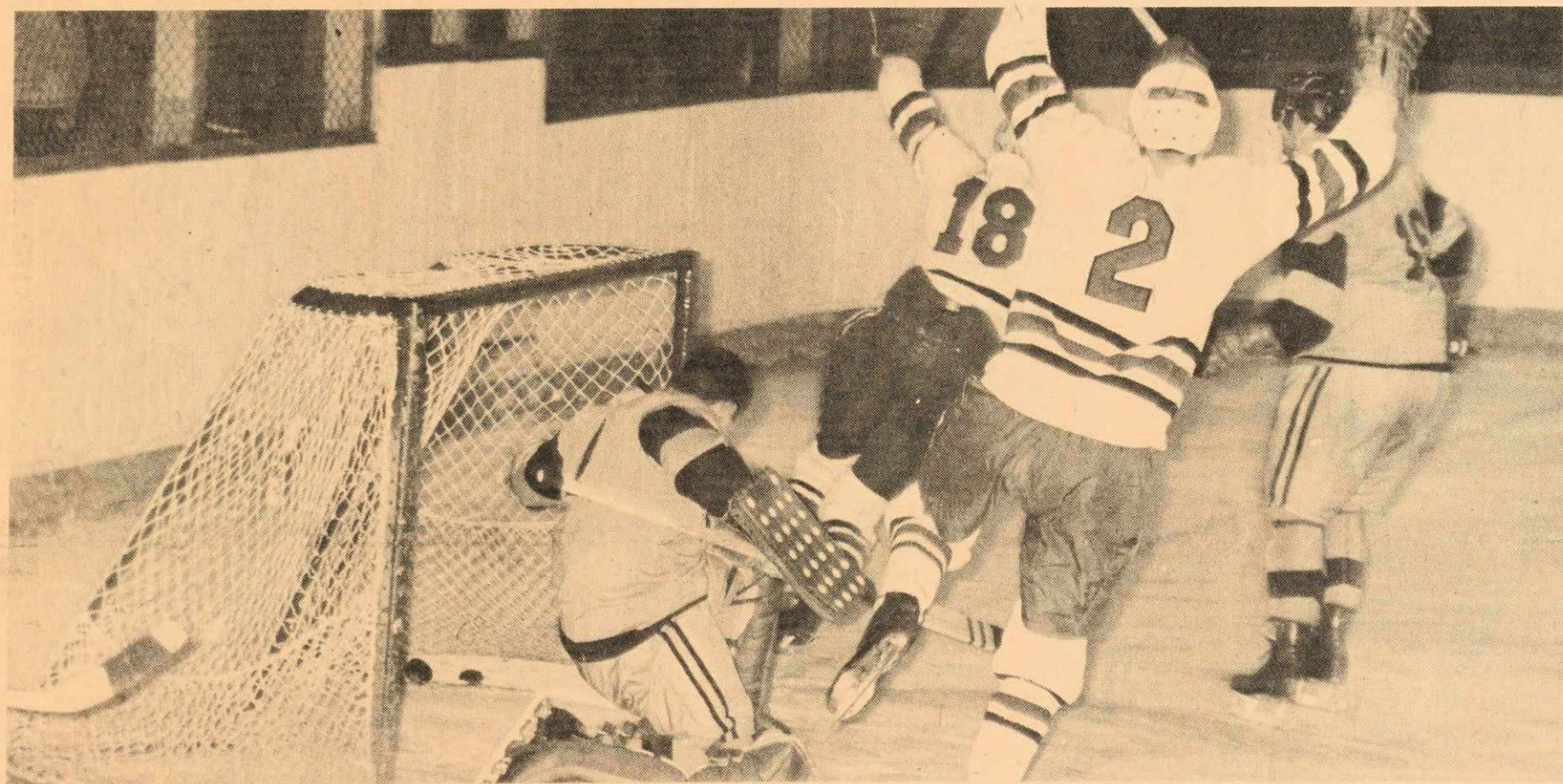
spring garden road & carleton street  
branch  
c.d.f. lusby, manager





Where's the puck?  
Goal mouth scramble as Moncton goal tender Roger Beliveau sprawls and Jacques Landry helps out. (14) Doug Rose looks on as (10) Don Nelson falls.

## Third period goals earn win for Dalhousie



## Rapid four goal salvo sinks Dal

By BRUCE HEBBERT  
Four goals in four minutes proved decisive as UNB stopped Dal 7-3 in MIHL play January 13. The sudden burst of strength came in the second period. Madill, who spearheaded the UNB attack, opened the second period's scoring at the 16 second mark, as he took a pass in the corner from MacIntyre and neatly flicked the puck into the goal. Two minutes later, Lutes took the puck from a face-off and drove home a fast screen shot; then, with Rose sitting out a penalty for boarding, Sedgwick burst through the Dalhousie defence and slipped the puck around Ron Sieniewicz. MacDonald earned the assist on that score. The fourth goal of the period was at 4:01, when Bird broke through from the right wing, streaked across the goal-mouth, and blasted the puck into the open right corner.

The Tigers surged back at 6:15 with Shayer setting up Clark with a shot from behind the UNB net. Clark then shot home Dal's first goal, with a brilliant shot from directly in front. Seconds later, Nelson worked his way into the right corner and passed the puck to De La Mothe at the side of the net. De La Mothe drew the goalie out, faked a shot, and back-handed a pass to MacPherson who slammed home a second tally from in front of the goal. Play resumed after a short scuffle in which four players were forced to retire to the penalty box. UNB kept the upper hand for the rest of the period, but neither team was able to change the 5-2 score.

UNB's control became obvious from the first moments of the game, and they led 1-0 at the end of the first period. At 3:35, MacDonald took a pass from

MacIntyre and slipped through the Dal defence to score the first goal. Down one after three minutes, the Tigers mustered attack after attack, but failed to penetrate the UNB defence. The play gradually stagnated towards the close of the period, leaving the Tigers scoreless and the Red Devils, though they outshot Dal 14 to 5, with their lone tally.

The teams hacked away at each other with little consequence during the third period, until at the 10:20 mark, Nelson broke the stalemate. He took a pass from Sullivan and broke away to score a brilliant goal, Dal's last of the game. Minutes later, Loughrey, leading the UNB offensive, scored from Madill. With only twelve seconds remaining, MacDonald skated from the left corner, drew the Tiger net-minder, and popped the puck in to give UNB their seventh goal.

## MacPherson notches winner

By GARY HOLT  
A power play goal by Don MacPherson at 14:16 of the third period proved to be the winning marker as the hockey Tigers broke a four game MIHL losing streak in defeating the University of Moncton Blue Eagles 5-3 on Friday.

After a penalty to Moncton's J.C. LaRocque at 14:15 Don Nelson got the drawback to MacPherson on his right and Don made no mistake in slamming it home behind Moncton netminder Roger Belliveau.

As well as setting up the winning tally Nelson also got a hat-trick in leading Dal to victory. The other Tiger goal was scored by Bob Stoddard.

Dal took the lead early as Don MacPherson took a pass from Jim Hurlow and shot on the net. The rebound came to Nelson who sent it home at 1:21.

A defensive lapse proved costly as Moncton tied the game at 7:21 as Maurice Roy picked up a loose puck in front of the Dal goal and put it away. Goal-

tender Ron Sieniewicz had no chance on the play. Dal went ahead at 15:25 as Peter Quackenbush stole the puck at the Moncton blue line and got the pass to Budreski who set up Bob Stoddard for the marker.

Dal struck early in the second as Don Nelson slammed home a loose puck at 1:40. The Tigers then let down and Moncton came storming back as at 4:06 Daniel Dube, sent down the right wing by Leo Savoie, cut in and put the puck behind Ron Sieniewicz.

Moncton kept the pressure on and at 13:15 Don Savoie tied it on a good passing play from J.L. Frechette and Guy Laviollette. At the end of the period it was tied at 3-3, setting the stage for MacPherson's winning goal. Don Nelson's third goal at 15:25 added an insurance tally.

After the game Coach Walford had only one comment, "It's about time."



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## Tigerettes down Mount

The Women's Varsity Basketball team opened the 1968 season with a 65-32 victory over Mount Saint Bernard, in a game held January 13 at Dalhousie. The Tigerettes, who led at half-time 41-14, were led in scoring by Jean Fahie with 33 points. Strong games were played by team veterans Marg Muir, who netted 19 points, and Linda Kirkpatrick, who played a good defensive game. Top scorer for Mount Saint Bernard was Patsy Connors, with 10 points.

The team's next game will be Friday, January 19, when they will play UNB here at Dal at 7:00 p.m.

Members of this year's team under Coach Carol MacLean are Jan Bird, Patti Davis, Nancy Dunbrack, Jean Fahie, Brenda Johnston, Linda Kirkpatrick, Nancy MacDonald, Marg Muir, Kathy Mullana, and Jane Sinclair.

### QUEEN'S ADMINISTRATION AGAINST STUDENT RECTOR

KINGSTON (CUP)--After weeks of silence on the issue, the administration at Queen's University Friday strongly vetoed the suggestion that a student should act as a student voice on the board of trustees.

A committee of the Queen's University Council--made up of all senate members and trustees, plus an equal number of alumni--recommended:

"The students of the university continue to be represented on the Board by the rector who should not be a student nor a member of faculty at any university. (The charter should be amended to set forth the disqualification of students)."



Dal's Jean Fahie goes in for a lay-up during the Tigerettes 65-32 win over Mt. St. Bernard. Jean scored 33 points in the game.

## NOTICES

Intercollegiate Wrestling  
Contact H. Scott  
Beginners Welcome-regardless of size  
Weight groups range 123 lb. to Hwt.  
Practice times - Daily 9:30 P.M.

Intercollegiate Skiing  
Practice - Tuesday and Thursday 12:30 noon  
Friday 4:30 at Mt. Martock  
Both Alpine and Cross Country Skiers needed.

Mt. Martock Ski House  
Dalhousie University owns a big farm house adjacent to the Mt. Martock ski area. The overnight fee of one dollar is payable to the Business Manager of Athletics at the Athletics Office 6209 University Ave.

Bunks, cooking utensils and facilities are supplied. Bring your own sleeping bag or bedding. Bring your own food or eat at the Ski Resort Restaurant.

The house includes a big sitting room with a fireplace and a dancing corner complete with stereo. All students, faculty and staff are welcome to use this facility.

### Get "It"

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Find out more about "It" in the Gazette literary supplement. Coming soon soon soo so ssssss GET "IT"

# COMING EVENTS

Jan. 19	Women's Basketball	U.N.B. at Dal. 7:00 P.M.
Jan. 20	Hockey Mt. A at Dal.	8:00 P.M.
Jan. 20	Basketball Mt. A. at Dal.	4:00 P.M.
Jan. 20	Women's Basketball Mt. A at Dal.	1:00 P.M.

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