



# Why the march

On Thursday next, more than a thousand students from the Halifax-Dartmouth area, plus token delegations from St. Anne's College and St. Francis Xavier University will march on the provincial building to demand a better deal for education in the province of Nova Scotia. This march, sponsored by the newly-formed N.S.U.S., will seek to bring to the attention of the public many of the inadequacies of the university's relationship with the provincial government. Most of the problems manifest themselves in the financial sphere; therefore, the students will demonstrate during the meeting of the Provincial Grants Board, whose decisions have a direct bearing on such things as how much tuition you will pay next year, how much your residence fees will be, and what type of facilities will be provided for you.

The areas of conflict are many, but the march will be emphasizing a few which most directly effect the life of all students. It is a known fact that there will be a substantial increase, undoubtedly of more than one hundred dollars, in residence fees next academic term. This will make it harder for the present student to return to university, but, more dangerously, it will reinforce the present exclusion of the large proportion of the rural and lower-class urban student. It is this student which the university needs now perhaps more than any other, in order to make it relevant to society and capable of dealing with society's problems. Any increase in residence fees will be a direct result of the decisions of the Grants Board.

The N.S.U.S. will also propose the bursary scheme which the Dalhousie student council suggested to the province earlier in the academic year. It is probable that Dal's plan for a \$300 extra bursary for each first-year student in Nova Scotia will be more favorably received if it has the backing of the 7,000 member union. This plan, which will cost the government a mere \$600,000 per year, would undoubtedly bring more high school students within the university community than have been previously.

The N.S.U.S. will ask the province to place more money at the disposal of high schools, especially to deal with low teacher salaries, which place them amongst the worst paid teachers in the nation. Only after this vital step will the province be able to catch up to the rest.

The general goal of the march will be the improvement of education in the province of Nova Scotia. The timing is right. The specific issues raised need immediate attention by the provincial government. A successful march, supported by all those who are in favor of these necessary steps, will help to ensure a better education for the students at all levels in Nova Scotia.

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### CORRECTION

The CUSO address for Dalhousie students is:  
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It is not Memorial University as appeared in last week's GAZETTE. Our apologies for the mistake.



# The Representivity Game

by Wayne Hankey

A new stage is being reached in the relation of the students to the university. Formerly, students would oppose the organization of the university and the decisions made by its government simply because they had no part in that organization, no power in making those decisions. Now, however, students are increasingly represented at almost every level of university government. The structures are consequently legitimized. For many students as well as faculty, administrators and the rest of society, the students have achieved as much as they can rightly ask for. Further demands are made only by an extremist minority; the 'student activists', the seekers of 'student power'.

Those who accept this view reveal that they were playing the Mickey Mouse 'game' which the anarchist new left warned about but didn't have an adequate analysis to solve. This is the game of co-optation: a few student officials are invited into the councils of the mighty to play the old game by the old rules. These students are to 'represent student opinion'. How do they represent it? By being students. To be a student here has no real content. These people are students in the same sense that anyone chosen at random is a member of the human race. The human race is an abstraction; it has no organization, consciousness or power. The people or world opinion, having no definite mode of expression, become whatever those in power wish it to be. If the 'representative' represents real student needs and demands it is only by chance and he has no way of proving that he does. If he does not, those who protest are considered either outlaws or children who want the government to follow their whim, even though they are 'represented', even though the government is 'legitimate'. Moreover the 'representative's opinion' is merely subjective. It has not been arrived at through the confrontation of various divisions and interests. It has acquired no universality, no depth or concreteness and the student thinking has not developed. There has been no endeavour to reach a common expression. People have not been led to a consciousness of their condition, of what they are and can be through seeing what they are not. Rather, an isolated and powerless atom has squealed a potentially meaningless whim.

'Representatives' must first then be 'responsible'. They must be accountable for their actions to the Student Union. The Student Union is the defined and organized process through which students make objective their needs and wishes. This does not mean that the 'representatives' simply state Union policy and cast x votes for the Union. Where the Union has a policy, the agreement of representatives with this policy should be of primary concern; other factors must be considered in that these representatives have the creation role of securing the adoption by the university of student policy, but, it should be clear that viable structures and an ongoing movement are not going to be built by Tallyrands. Moreover the representatives have an absolute duty to represent the policy and the reasons for it, i.e. Mugeridge was right to resign. We must recognize, however that it may appear through discussion that another position is more consistent with the good. Some propose that the representatives should have the new position approved by their constituents before they can vote for it; this seems too cumbersome and is credible only to those well grounded in conspiracy theory. Rather the student representatives should be accountable to the Union for the decisions they make; they will be expected to justify their position to the union and the Union may recall representatives whose actions they consider unjustified. Representatives are also accountable for policy they work out in areas in which there is no defined policy. A representative should not be forced to vote for policy with which he cannot agree.

Responsible representatives have the advantage of being more legitimate than the faculty 'representatives'. Given the state of many faculty organizations,

faculty representatives have no way of showing that they represent only an oligarchy within the faculty or no one at all. The faculty is unused to the notions of representivity and responsibility since they have ordinarily sat on homogeneous bodies and/or bodies on which all faculty within a given division were entitled to sit. Students should make every endeavour to show the strength conferred by these relations and their necessity if members are really going to get a grasp on their community and if student power is not simply going to result in further fragmentation of the university's governmental process. The strong position of the administration may require a joint student-faculty effort to overcome. What the student position will do is to help create faculty self-awareness and faculty unions. These are necessary if university reform is to be accomplished.

The other dimension of this new stage is the relation of the student government to the other powers within the university. Students find that their current position not only does not advance their aims but actually hinders them. For example: the Varsity Jan. 10, 1968 reports:

No action will be taken on the MacPherson report until at least the next academic year, says JH Sword, the acting president of the university.

He told a Dec. 8 meeting of the Senate that studies of the implications for cost, space and staff are under way. Students are participating in these discussions.

This phenomenon is a justification of the status quo through reference to student representation. The Dalhousie Gazette reported last term that the President of Student Union of Memorial University had complained about the essentially powerless student representatives who were being used by the administration. The administration took measures to defeat student requests through its newly acquired capacity to anticipate student action.

The students on the University of Toronto Placement Service Advisory Committee report that while they would appear to have a fairly powerful position on the committee (5 of 13 members), in fact, because the rules under which the committee works are imposed by the general government of the university, the administration, over which they have no control, they are unable to operate effectively. (a) The administration insists on consensus decision-making; a majority would never be enough to produce change, and (b) the administration also refuses to allow the committee to open its meetings. But, as long as the committee sits, further student action appears wrong.

One of the colleges at the University of Toronto recently conducted a survey about what students thought on a number of matters. Members of the college were informed that no knowledge of the circumstances or alternative was needed, but simply what they felt. This attitude arises from the notion that we do not have to do what we will (it may even be impossible to do what we wish) but we simply represent our opinions and leave the decisions: the moral, political, concrete, real work of deciding priorities to others (the faculty and administration). This position arises from the current description of the students' place in university government, making that place seem ridiculous and arbitrary, moreover it works against a development of the students' consciousness of his place in the university and in society. The students' opinion is treated as a mere unreasonable whim, a helpless whine. The university 'arbitrators' or broker politicians protest the impossibility of the student demands and follow their own whims. The irresponsible student remains unaware of the conditions and limits of his own will. His will is a mere subjective right having the least necessary relation to what is.

These are just a few of the many examples of the effect of accepting tokens instead of power; of accepting representation - the right to be heard - instead of responsibility, the power to effect policy, to do. Students are only responsible when they are responsible for what is done. Students who, we are told

Dear Sir:

I have been listening to and watching with great interest the recent controversy over teacher-training at Dalhousie and I cannot resist writing you to express a few personal opinions and to add a few scraps of personal experience to the debate.

I am a fairly recent graduate of the Dalhousie Department of Education and have now had two years' experience teaching in the public schools of Nova Scotia and therefore I believe I am qualified to express a point of view regarding teacher training at Dalhousie.

At the time when I took the Education course, it was apparently basically similar to that offered today and I found it most uninspiring. In fact, much of it was downright boring. True, we did study the history, philosophy and psychology of education and these were worthwhile courses, but they could, I am sure, have been presented in a much more compact form. For example, it surely isn't necessary to study each of the historically famous educators in detail in order to understand the basic principle of education on which he or she based his teaching.

The courses in methodology were certainly more interesting and more worthwhile (looking ahead to the education students' teaching needs in future years) than the purely academic courses, but they could have been of more value if they had dealt more specifically with methods rather than with subject materials. It seems to me that Dalhousie is offering teacher education rather than teacher training.

This brings me to the area of my greatest concern which is practice teaching. Here I speak with a bit of a chip on my shoulder because I was denied my Bachelor of Education Degree due to failing in practice teaching, although my marks in all the other subjects were quite good. I certainly must agree with the head of the department that I was not an especially good teacher at that time but I cannot believe that I was any poorer a teacher than a lot of the other student teachers who did not fail the course. I was unfortunate enough not to be born a good teacher, and also unfortunate in that I have always been somewhat introverted and therefore had to conquer an innate shyness in order to be able to fulfill my potentiality as a teacher. I must state here most emphatically that the practical course given at Dalhousie did very little to help me overcome my shyness. If anything I came away from Dal feeling decidedly more shy and inadequate than when I started.

During the college year, I had approximately twenty chances to teach in front of a class of youngsters, and ninety percent of those teaching sessions were supervised by a professor or by the regular classroom teacher. As any teacher will tell you, this is an artificial situation in which neither teacher nor pupils perform normally and therefore it is rather unfair to judge a beginning teacher on such a performance, although what other method of teacher evaluation might be used I am not prepared to say. The education students—should be allowed plenty of practice in classrooms where they are completely on

in tones of disapprobation, are immature or irresponsible (to quote Henry Hicks) 'have a hell of a lot to learn' can only become responsible through having power. I am responsible only for what I could have made otherwise. The task of student government is not to represent student opinion so that others can decide in the light of what ought to be done; the problem is not one of communication. The task of student government is to do what students see needs to be done: the problem is one of power. There is no responsibility without power.

The kind of membership which students are getting on boards, senates and committees is worse than useless. Not only does it hinder student aims, as we have shown, but it actually leads to a universality of violent non-communicating interest groups, which the defenders of the status quo assert they fear. When it becomes clear that the votes and the arguments are powerless, methods other than meeting and votes will be employed. Student governments cannot fail to note that student strikes, which are perfectly legitimate, have been effective more often than not. Illegal methods of obstruction have not as yet failed to produce the desired results.

I would urge that where there is a danger of the student body coming to accept the legitimacy of current structures, because of token non responsible representation, student governments refuse such representation. University of Toronto's SAC has just withdrawn from the Placement Service Advisory Committee and refused seats on the Senate; this was wise. Students are in danger of losing the effectiveness of every advance made to date unless they remain conscious that responsibility requires a positive organization through which a distinct, concrete and realistic student consciousness expresses itself and has sufficient power to change what has been done. How much power that is not clear yet, but I close with this quotation from Steven Langson's report on the Student Placement Service Advisory Committee: "Its structure (that of the administration) is bureaucratic rather than democratic and by its very nature prevents any accountability to an electorate. It is this fact more than any other which leads me to suggest that the administration should be involved in committees especially advisory committees, only on an ex officio basis." I take it that by ex officio, Mr. Langson means that it should have no vote.

In any case the group from which the administrative representatives will be chosen should be defined for the administrators hold their power on decision making bodies not because they represent general constituency but because those who have the responsibility for carrying out policy have a right to have their needs considered.

## World strike planned

CHICAGO (CUP - CPS) -- More than 900 student activists from the United States and Latin America have called for a world-wide student strike "against the war in Vietnam and racism."

The students announced plans for the strike during a conference here last weekend sponsored by the Student Mobilization Committee, a New York-based organization which helped plan large-scale demonstrations in New York and California last April 15 and the massive demonstration at the Pentagon last October 21.

The strike will be held Friday, April 26, in the midst of 10 days of concentrated anti-war activity scheduled from April 20 to April 30.

The 10-day period coincides with the "Ten days to Shake the Empire" program announced at a national meeting of Students for a Democratic Society last December.

# Education Department: "serious problems exist"

their own before they are judged by anyone. Very few of us are able to step into a classroom and do a good teaching job the first, second, or even third time they try. But, gradually, with experience, one learns how to teach, and how to cope with classroom situations. I repeat, it is accomplished with experience, experience, and more experience. Therefore, I suggest that there is not nearly enough opportunity for practice teaching given by the Dalhousie Education Department.

As for myself, I was given a P.C. III license to teach, and was told that I would be eligible for the Bachelor of Education degree (and the P.C. II license which goes with it) upon the completion of one year's successful teaching in the public schools of Nova Scotia. The judge of my "successful teaching" would be my supervising principal. A year ago last September I began to teach and who should appear in my classroom in November (the third month of my probationary year) but a practice teacher from Dalhousie—to watch and, presumably, learn from me! I wasn't good enough to be granted my degree but I was good enough to teach (and I might add to evaluate) one of Dalhousie's students! Can you top that? It wasn't as though I hadn't made any real effort to get my degree while I was a student at Dal,—I had hired a housekeeper to look after my two children and had travelled fifty miles a day to and from classes for the full seven months of the university year—that was what the degree meant to me. So, you may well imagine what grief I felt when I didn't graduate with my fellow students. But can you possibly imagine my feeling of utter incredulity when Dalhousie sent a student teacher to me???

But, you have not yet heard the next chapter of my story. My supervising principal did recommend me for my degree and I wrote to the Dalhousie Education Department in early March of last year and asked if I would be considered eligible for my degree at the spring convocation. When I did not receive any reply by early May, I wrote the head of the department once more and reminded him of my inquiry, and then anxiously watched the mails for his reply, keeping in mind that convocation would be coming up very soon. At last a reply came which stated in one terse phrase that my name had been forwarded to the registrar. Soon the newspaper printed the list of graduates for 1967 and I scanned it eagerly and found a name which resembled mine but was spelled slightly differently and which showed Halifax as the address. I took this to be a reference to me and noted that convocation was to be held on Thursday, May 18th. The next day I asked for and received permission to be absent from my teaching duties on the 18th and again watched the mails for some literature from Dal regarding the time and place convocation and of the social functions connected with it. Finally Wednesday, May 17th arrived and I had still heard nothing from either the Education Department or the Registrar's office so, after school, I phoned the registrar to find out if the Jean L. Hubley mentioned in the newspaper was in fact myself. She said that it was, but that the convocation had been held that very day and was now a fait accompli! I had been granted my degree in absentia! (The newspaper had printed the date of the convocation incorrectly and it had been held on the 17th, not the 18th.) If I felt grief at being denied the degree in the first place, I was completely shattered to realize that the Dalhousie Education Department had beaten and degraded me again. You see I had planned for my two children to see me graduate, thinking the experience would be one of permanent value by way of inspiration to them when they reach the stage of advanced education. However, it was not to be so. I lodged a formal complaint with the President of Dalhousie and received from him a most sincere apology on behalf of the University and particularly the Dept. of Education. The fact remains, however, that to date nothing has been done to eliminate incompetency from that department and to replace old, out-moded, European oriented professors with young, modern, Canadian oriented ones. I feel this must be done, and soon, if experiences such as mine are not to be repeated. My principal, the school inspector, and others who have seen me teaching in my own classroom have told me that I am a good teacher, and I think most of my pupils feel the same way. I too believe I am a good teacher but it is not because Dalhousie trained me well; I learned how to teach in the school of experience and Dalhousie's only contribution was to very nearly drive me from the profession and thereby deprive Nova Scotia of my teaching abilities. In these days of teacher shortages, can this be tolerated?

Before bringing this letter to a close I will mention only one more incident relating to my experiences at Dalhousie. In the early spring of my teacher-training year I sensed that my practice teaching mark was not going to be good and I went to the head of the department and asked if my notion was correct and, if so, if there was any advice he could give me. He checked my records and then looked me boldly in the face and told me that I had not a thing to worry about, and that I should write the examinations and then go out to teach and really show what I could do! Now I ask you, was this or was it not a bare-faced lie? He most certainly knew then I was not going to get my degree and yet he did not give me an honest answer to my straight forward question. Recently, on a television program, the same gentleman stated that the Dalhousie Education Department definitely treats its students as graduate students. If find it impossible to concur with him in that regard. He did not treat me as a graduate, nor did he treat me as a responsible adult, the mother of two school-aged children, who might, just might, be capable of hearing the truth and then making my own decision as to whether or not to write the examinations. His excuse when I later confronted him with his lies was that he said it so that I would write the examinations. In retrospect I admit that it was wise for me to have written the examinations but I probably would have done so regardless in view of the many sacrifices which I had made in order to complete the academic year. However, the fact remains that an honest question deserves an honest answer and I find it appalling to discover deceitfulness in a person for whom one should feel respect. I also find it disgusting to be treated as a child when one expects recognition of and respect for one's status as a graduate student.

I don't know what the answers are for all the problems in the Dalhousie Education Department, but I assure you that serious problems do exist and they deserve all the publicity your paper and other communication media can give them.

Yours sincerely,  
Jeanne L. Hubley (Mrs.)

Seabright,  
Hfx. Co., N.S.

### NOMINATION

Nominations for Student Council elections will close tomorrow (Friday, February 9) at 5 p.m.

Elections of Council members will be held next Friday (February 16).

# CANADA CAMPUS REPORT

## Western: First student on board

LONDON, ONT. (CUP) -- Patrick Donohue, a 22-year-old theology student acclaimed on the weekend as representative of 8,000 University of Western Ontario students on the university's Board of Governors, came out cautious in a reaction statement Tuesday.

"I see my job as a liaison between students and the Board to alleviate unnecessary misunderstanding," Donohue said.

Donohue will join four members of the faculty on Western's revamped governing board.

A columnist for the campus newspaper, the Gazette, Donohue was nominated by Gazette staff and won the position by acclamation since there were no other nominees.

A 1966 Arts graduate of Western, now in second-year theology at neighboring St. Peter's seminary, Donohue qualified under the revised charter which says the student representative must hold a degree from Western and be at least 12 months removed from the student body of Western or any of its affiliates.

He is the son of Mr. Justice William Donohue of the Ontario Supreme Court.

Donohue said he appreciates student demands for more open Board meetings, but "It would not be fair to judge the functioning of the Board until I have seen it from the inside."

"Some representatives of the Board have told me I will realize the need - for secrecy once I've attended a Board meeting. Obviously I wouldn't be able to comment on that until I do attend," Donohue said.

Western's undergraduate student council opposed the elections, since Western students were specifically banned from the race.

But the two candidates now running for president of the Council, Mike Ledgett and John Yokum, both said Tuesday that though they opposed the system of student representation on the Board in principle, they thought they would be able to work profitably with Donohue.

Donohue said issues to be considered are the extent of Board authority over students' lives, free tuition and student power.

He hopes to hold regular weekly meetings with students and sees his role as bridging a communications gap.

## Would you walk 40 miles for a camel?

MONTREAL (CUP) -- Montreal students walked 40 miles for a camel.

It was real. It humped back to winter Carnival at the University of Montreal.

Also attending were two Montreal cops, Brigit

Bardot, a 225-pound go-go dancer, Judy LaVache, a Montreal bus and its driver, and some TV and radio personalities.

The occasion was the U de M's annual interfaculty stealing contest.

The camel came from the Granby zoo 40 miles out of Montreal. The naked Brigit Bardot was borrowed from a local wax museum (inbroad daylight), and Judy LaVache is really a cow.

Students also stole the throne seat from the Quebec legislature. The lieutenant-governor of Quebec needs it back before Feb. 20 to read the speech from the throne.

They also commandeered a Canadian Armed Forces armored reconnaissance car, a beer-laden brewery truck, the McGill university campus flag, and the St. Joseph's oratory tourist bus.

Also copped were two policemen, who went along with the gag but regained their firmness and authority when asked to take off their pants.

Radio and TV personalities pilfered include Lise Payette, Jacques Boulanger, Rejean LeFrancois, Georges Carriere, and Dennis Andre.

They missed snatching CFOX disc jockey Roger Scott. He pretended he was a janitor when 25 students burst in on him Wednesday night.

Guards also foiled their attempt to grab a bronze statue of Peter McGill, Montreal's first mayor, from the foyer of the city hall.

The annual pranks have gotten students into some serious trouble.

They were fined for damages last year when a group of students made off with the hockey sweaters of the entire Detroit Red Wings Hockey team, in town for a Saturday game with the Canadians.

Then, they also stole the Expo '67 master time clock. The judge could find no evil intent in their actions and dismissed charges.

## Pueblo increases dodger traffic

OTTAWA (CUP) -- The Pueblo incident has increased traffic on the underground flee-the-draft railway into Toronto and other Canadian border points.

Canadian draft resister groups traditionally report an influx of draft dodgers from American universities this time of year, but this has been swelled by those students fearing additional drafting for a possible war with North Korea.

Students are often reclassified at the end of semesters, accounting for the spurt of refugees to Canada.

Group in Toronto, the most active, and Montreal and Vancouver all report more inquiries for information within the past week, but none can provide statistics on numbers of American student draft evaders who might have crossed the border.

In Toronto, Mark Satin, head of the local committee aiding draft dodgers, says requests for help have

been coming in at the rate of five a day for the past week.

He explained his organization prepares booklets explaining how to emigrate to Canada, and advises on Canadian immigration laws. The group also helps students find suitable work, he said.

He said it is easier for U.S. students to find work in Toronto than it is in Montreal, where so many jobs require a knowledge of french.

In Vancouver, local customs and immigration officials said an increase in the influx of American students during the same period is unlikely, but they said this could not be determined until the end of the year.

## Residence fees on rise

OTTAWA (CUP) -- Residence fee hikes will range from \$30 to as much as \$100 next year.

A Canadian University Press survey reveals most of these increases are due to inflation, higher costs of maintenance, and salary increases.

Leading the parade is the University of Western Ontario, where new residence fees beginning in September 1968, will top the \$1,000 per year plateau.

Other universities point to the Western example in justifying fee rises.

Dr. Henry Endress of Waterloo Lutheran University pointed out that in Ontario universities' fees next year will be in the \$900 to \$1,000 range, and raised fees at Lutheran from \$775 to \$825.

Fee hikes are also slated for Dalhousie University in Halifax, York University in Toronto, the University of Alberta, Edmonton, P.E.I.'s St. Dunstan's University, and others.

At the University of Waterloo, living costs for their student village will go from \$850 this year to \$960 next, rising to the Western plateau of \$1,000 for a single room in 1970.

Paradoxically, these fee rises are set out with no consultation with students, though no university operating money is involved in residence construction.

Residences come under federal and provincial financing schemes, not education costs, and loans are repayed through rents taken from students.

The Canadian Union of Students is currently on a campaign to encourage construction of more co-op residences on campus to solve the housing crisis.

Co-ops get their money the same way, but residences built on the co-op principle bear little resemblance to university-approved dwellings.

They are invariably built at a lower cost, and co-ops at the University of Waterloo and elsewhere are at least 15 per cent cheaper than university-owned and operated residence.

The reason is lower overhead -- less frills, no maid service, and auxiliary services operated with student volunteer help.

## UGEQ election slate picked

MONTREAL (CUP) -- A six-man slate has entered the race for executive posts for l'Union Generale des Etudiants du Quebec.

Elections for the coming year's executive will be held at the union's congress at Sir George Williams University Feb. 18.

Members of the slate and positions sought are: Paul Bourbeau, for President; Louis Falardeau, for Secretary-General; Andre Primeau for Social Affairs Vice-president; Louis Gendreau, for Public Affairs Vice-president; Jean Scotte for Finances Vice-president; and Gilles Duceppe for Education Vice-president.

Bourbeau, a student from the University of Montreal, has been active in student unionism since 1964. He is presently Vice-president for Social Affairs of UGEQ.

Bourbeau said another candidate, Jean-Louis Miller, contesting the post of Internal Affairs Vice-president, may soon be persuaded to join the slate.

There are as yet, no nominations received for the post of International Affairs Vice-president. Last year's slate, led by UGEQ president Pierre LeFrancois, was acclaimed with no opposition.

# Music Degrees for Dal

A four-year course leading to the degree of Bachelor of Music Education has been approved by the Senate of Dalhousie University and will be offered from September this year. Dr. Henry D. Hicks, the president, announced last week.

Dr. Hicks said as a result of the establishment of the course two other programs would be made available for students wanting to take a Bachelor of Arts degree with a major in music, and the other for those taking their BA with Honours in music.

# CHRIST: "ALIVE AND RELEVANT"

By J.P. GOLDRING

Jesus Christ is alive and meaningful. This was the message of several Anglican churchmen who visited the Dalhousie Campus January 30 to February 1 to speak on "Christ, our Contemporary."

Dave Ward and John R.W. Stott headed a list of speakers for the evening and noon-hour meetings sponsored by Dalhousie Christian Fellowship. The speakers concerned themselves with the modern relevance of Christ and proofs of the Christian religion.

A salesman, a showman -- Dave Ward is both of these but he is also an ordained cleric. With force and sincerity, he gave the message of "My buddy, Jesus Christ" to about 50 students Wednesday night. Ward headlined his appearance "Sex, Booze, and Christianity", attacking the idea that sex and booze aren't part of Christian life. He said "Christ wasn't against booze -- he was against the misuse of it. He gave you every hormone you've got -- but he wanted you to use them properly."

Ward emphasized the fact that Christ's message wasn't a negative one, and that everything He suggested was positive. "Everything He offers is good -- it's high quality." Quality is what Christians strive for, said Ward; "I've been a Christian for six years, and my quality has been increasing for six years." He concluded that those who try to live up to what Christ taught find they have fewer problems than those who ignore Christ.

But if some cool guy hadn't invented a lot of groovy expressions, man, this Ward guy would have been hung up. He used every cliché in the modern hip vocabulary as he swung his foot up onto a chair and waved his hands, oozing with the urge to turn on his audience. And the small cluster of expressionless faces got the message clear and simple: "If you're going to trip out, try Christ. He's a beautiful guy."

Reverend John Stott's two lectures covered "The Deity of Christ" and "Christ, Challenge for Today." In the January 31 lecture, he explained the identity of the historical Christ. He said he believes the gospels are true because they "were written by honest men; they were written by Christian men and Christian men are honest men." Christ, he said, spoke in an ego-centric manner. His words concerned himself and His unique relationship with the Father. "He set himself apart from mankind," said Stott; "He indicated that He would be judge of all mankind." Then Stott explained that though Christ's words were ego-centric, His actions were perfectly self-sacrificing.

Stott also dealt superficially with some arguments against Church teachings on the Resurrection, before reaffirming his own faith in the gospels and in Christ.

In his second lecture (February 1) Stott discussed the nature of sin and of Christ as Saviour. He explained that sin is a "revolt against the authority of God. He continued, "When I sin, I need someone who can reconcile me with God. I need God Himself to do it." So Christ, who is God, is the only possible saviour for sinners, Stott concluded.

This is not only necessary for eternal salvation, he claimed, but "inability to find a meaning in life is a result of estrangement from God and enslavement by sin."

Both speakers were on a tour at the time of their

The music education degree is designed to give a thorough training for the teaching of music in the public schools. Dr. Hicks said that the degree program ought to prove appropriate because the Halifax, Dartmouth, and Halifax County area had the largest number of music teachers east of Montreal and it was anticipated that a close relationship between the music teachers and Dalhousie would develop.

Both the full and part-time faculty in the department of music will be increased next year.

Professor David F. Wilson, head of the music department, said that there had long been a need for specialized teacher-training in music education. This course is designed to meet the need for more music teachers in the public schools of Nova Scotia.

Instruction will be offered in all orchestral instruments, piano and voice, and thorough training will be given in music theory and history.

Prof. Wilson said Dalhousie's program would complement an ambitious and welcome instrumental program established for the first time this year by Halifax city schools.

# 12 new student senators

Three Canadian universities got a total of 12 student senators this week.

They are the University of Manitoba, with seven, Dalhousie with three, and St. Francis Xavier University with two. Fifteen Canadian campuses now have passed legislation approving students on the academic senate.

But nobody hit the jackpot, and the University of Western Ontario remains the only campus with a student -- Patrick Donohue -- on the Board of Governors.

At the University of Manitoba, the board of governors legislation approving senators is contained in a revised universities act which must still pass the provincial legislature.

The new legislation also increased from five to six the number of senators elected to the board. Student president Chris Westdal said he assumes the sixth board member will be a student, but university president H.H. Saunderson disagrees.

"Students shouldn't be separated from any of the other groups represented on the senate. It was left to the judgement of the senate as a whole as to who it should select to represent it at the board," Saunderson said.

Meanwhile, Brock University enacted its legislation of three weeks ago and elevated students Charles Lalley and Daniel Livermore to the senate. Both said they would not disrupt proceedings but "would do as much work as we possibly can for the senate."

Both Dalhousie and St. Francis Xavier will seat the student council president as an automatic senator.

Dalhousie, which is in Halifax, will likely elect its other two members, and the Antigonish council will appoint the second senator from its own executive.

The St. Francis Xavier student council president John Gorman, said the two will not vote, but will become full voting members in a year or two.

"St. Francis Xavier is now further developed in the field of student power than any other Maritime university," Gorman said.

"Our administration is a liberal one, and will listen to students if they act in a responsible manner." He said he does not foresee any immediate further advances.

appearances at Dalhousie. Ward speaks mainly on Canadian campuses and on the beaches of Florida and the West Indies. Stott, Rector of All Souls' Church in London and an Honorary Chaplain to Queen Elizabeth, has just completed a North American tour which took him to the Pacific Coast before his return east.

# LETTER TO THE EDITOR

Dear Mr. Clare, This is a letter to the editor. I wish to protest once again at (sic) the gross disregard of the Student's Council on the conduct of you and your staff.

This week, for the second time in a row, you did not print an article submitted to you by a campus organization. DGDS is presenting the musical "Oh, What a Lovely War" but the student body has not been informed.

Both in your second last and your last issues you have neglected to print our publicity releases, though they were submitted well before your deadline. Instead, we have been fed more uninteresting and

uninformative garbage on anti-Americanism, Hippies, and Commies.

This is a last resort. As our musical "Oh, What a Lovely War" will be presented at Queen Elizabeth Auditorium on the evenings of Feb. 15, 16, and 17, with a Matinee on Saturday, February 17, would it be too much to ask, if we submitted a third story, your kind consideration. We feel that as we are, and as you are, a branch of the Student's Union we deserve at least as much space in your rag as the Drama Division or Theatre Arts Guild.

I hope we may amiably resolve our differences. James A. Parr

# ...AND IN REPLY...

Dear Mr. Parr, The Dalhousie Gazette wishes to apologize for its oversight in having neglected publicity for "Oh, What a Lovely War."

Your charge that the Gazette is emphasizing "uninteresting and uninformative garbage on anti-Americanism, Hippies, and Commies", however, necessitates a reply. A measurement of the current issue, the one which you criticize, show the following emphasis:

Political analysis 67 column inches (approx.). Off Campus news, features 105 column inches (approx.).

Other Campus news 69 1/2 column inches (approx.). Campus news 228 column inches (approx.).

You will be pleased to note that before the present issue came out, the Gazette had taken steps to begin coverage of the DGDS production; this copy to be printed in all of the three issues which will be published before February 17.

The Gazette wishes to congratulate you on the imaginative advertising display outside our office. Trusting that we have amicably resolved our differences.

K. Clare, Associate editor

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# Those Friday Night BLUES



You may remember that for two weeks CJCH consistently asked, "Are YOU ready for them?" In hindsight, may I truthfully say, "No I was not."

It started not with a bang or a whimper, but with a burp. In full, electrified, high fidelity sound, the general disturbance was shared with the quarter of the audience that had already entered the hall; Halifax had been introduced to the Blue Magoos.

Luckily, our re-acquaintance was not made for another hour. The pleasant diversion which the Left Banke was supposed to be gave us a few minutes of respite.

This year's Dalhousie Winter Carnival Concert was appropriately held in the natural habitat of over half of its audience. Besides being poorly ventilated and the resting place of a giant wooden Union Jack, the QEH auditorium just didn't seem to offer the Concert's performers the type of atmosphere which they required. But then again, where else can you accommodate enough high school students to make the entertainment pay for itself?

Small difficulties aside, though, because larger ones were in abundance.

The Left Banke was intended to be the come-on group. They were supposed to take a cold Halifax audience and warm them to the point that not a note of The Blue Magoos music could escape appreciation. Unfortunately, nothing in the world could have accomplished this, although the Left Banke tried hard enough, and in part succeeded.

In their first number, Pretty Ballerina, the Banke's lead guitar was discernably flat. This was thankfully rectified before the second offering was attempted, and by the time song three or four rolled around, the band had attained some sort of unity, and was playing, for the first time, with the precision which separated it from our local counterparts.

Their precision did not extend into their humour. Their stage manners and presence simply did not exist. Their most hilarious lines were their slightly potted comments on Halifax, and their proposal that Canada is a peaceful country.

I've Got Something On My Mind and Shadows Breaking Over My Head were presented without a hitch, but the great unhitching came during Under My Thumb, when the lead guitarist, recognizing that he had inflicted something unbelievable upon his audience, pulled a string.

He succeeded remarkably well in filling time with Norwegian Wood, however, and a disaster was glossed over, even if it did take three more songs before the string had stretched enough to allow the band to return somewhat to normal.

The Banke was particularly good at imitating the Beatles, and used this ability to good advantage in A Day In The Life, and Going To Get You Into My Life.

I found myself wishing that the Left Banke had more body, in fact, more sound. I also wished that a particularly sloppy band could appear alongside the Left Banke so that the audience could regain its perspective in evaluating them. Ten minutes later, I found my second wish fulfilled, and decided that it is better to have too little body than too much.

There are few words which could describe the Blue Magoos first number. It would not be difficult to believe the rumors that the organist and drummer were high, or even the whispers that they were being slowly electrified by their flashing neon suits (a vain wish, as it turned out). It took four numbers before the members of the Magoos discovered that they were not giving solo performances. The organists' wrong cues could not possibly all have been flukes.

And even the songs which they did do well, such as Learn To Live Each Day One By One, Sometimes I Think About, There's A Chance That We Might Come Together, and Wet Dream, were almost destroyed by the pseudo-psychedelic lighting which was so forced that it almost took your attention away from the man in the white T-shirt, who kept jumping up on stage, and probably paid the forty children who mobbed the Blues in a scene which could only have been stolen from The Ten Commandments.

After having heard the Banke, I asked myself if there could possibly be a stage show with worse humour than the one I had just seen. The Blue Magoos convinced me that yes, in fact, there was. But the atrocity of the night award (which has more than relative value) surely has to go to Charles P. Rodney Chandler, Junior, who was intriguing in the sense that never before have I seen a man melt in front of an audience of hundreds.

It seems that even though less original, the Left Banke outdid the Blue Magoos, battery packs and all. What this means, however, is another question.



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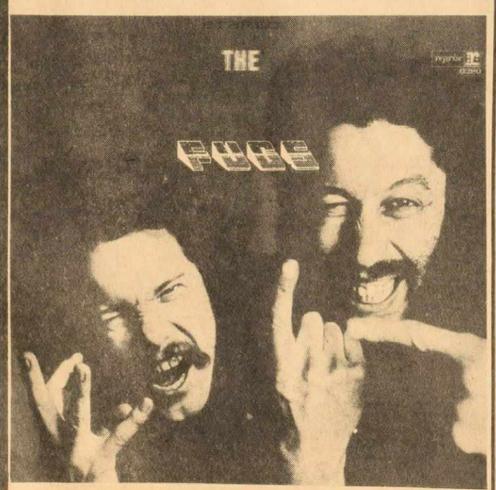
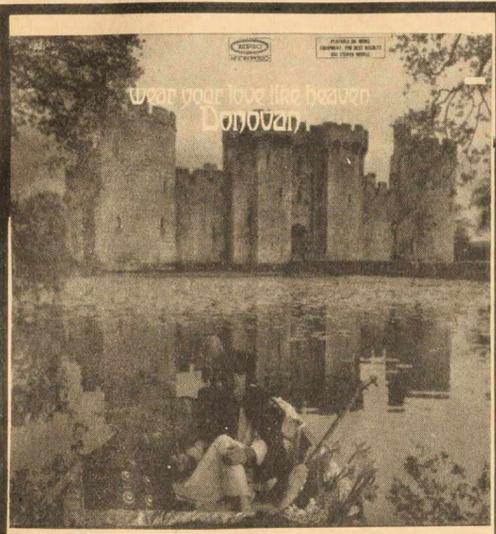
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TIGERS SQUEAK BY SMU



Bruce Bourassa hauls down one of 17 rebounds as Bill Thomas fights him for the ball, John Cassidy and the Huskie's Al Brown (35) look on.

(Photo by BRIAN MILLER)

By GARY HOLT

After almost throwing the game away in the dying moments the Tigers held on by virtually inches and won their most important game thus far in the season. The difference was a shot by Huskie's Bill Thomas with about six seconds remaining on the clock. The shot missed and Bruce Bourassa, the outstanding figure in the game for Dal, grabbed his seventeenth rebound of the afternoon and held on long enough for time to run out.

With about a minute and a half remaining the Tigers led 69-64 on the strength of eight consecutive points, the last two by Eric Durnford, as he dribbled the length of the floor past the whole SMU team and laid it in.

With the 69-64 lead and Dal in possession Durnford was fouled and went to the line for one shot. He missed and the Huskie's came back, Bill Thomas hitting from the corner.

Dal still had a three-point lead and the ball as well. A bad pass by Durnford was intercepted and the Huskies came down again. This time it was Jim Daniels who put it in. Dal still led 69-68 as they brought the ball over mid-court. With 17 seconds remaining Durnford again was fouled and again he missed, setting up the previously mentioned shot by Bill Thomas.

As far as Dal was concerned it was a two man effort which gained them the victory. Bruce Bourassa was the best man on the court for the Tigers as he hit on 10 of 19 shots for 53 per cent and hauled in seventeen rebounds, tops in that department. In all he scored twenty-three points. The other stand-out was Brock Savage, a substitute guard who stepped into the breach created when Irv Cohen found it difficult to play on his injured foot. Brock came through and although he managed only six points, he hauled down ten rebounds and stole the ball a number of times.

For St. Mary's the big man was again Senior Jim Daniels who hooped 20 points, including 8 of 10 from the foul line. He was followed by Joe O'Reilly with 15, and Bill Thomas with 14.

DAL - Bourassa 23, Durnford 16, Cohen 8, Cassidy 8, Savage 6, Peters 8, -- 69

SMU - Daniels 20, O'Reilly 15, Thomas 14, Brown 9, Reardon 4, Van Auken 2, Harris 4, -- 68.

J.V. pucksters lose two

By GUY MASLAND

The Dalhousie J.V. hockey squad brought their season record to 2 wins and 4 losses when they suffered setbacks at the hands of Nova Scotia Tech and St. Francis Xavier Junior College last week.

Tech dumped the Dal squad 4-1 at the S.M.U. arena on Thursday evening. Midway through the second period Charlie McConnell fed Ian MacPherson a good pass and he scored on a hard slapshot from thirty feet. Dave Andrews played a

Dal swimmers down Acadia

By BOB EAGLE

The Tiger and Tigerbelle swimming teams spoiled the opening of Winter Carnival and the new swimming pool at Acadia by defeating the hosts 54-27 and 55-33. This now leaves the teams with 3-4 and 2-3 records, with the tough part of the schedule yet to come.

The Tigers travel to Memorial University Monday and Tuesday to enjoy the hospitality of the Beothuks. Earlier this year the Tigers were nipped 46-43 in a dual meet by the Newfoundlanders. The Tigerbells will be rejoining the Tigers on the weekend for a trip which will encompass meets at U.N.B. and Mt. A.

At Acadia the Tigers broke the N.S.C.A.S.A. and Maritime records in the 400 sprint relay, Doug McMichael qualified for the college nationals in Hamilton, Jack Smith broke the Maritime 200 Individual Medley Record, and the girls medley relay team (Pat Keith, Cathy Cox, Chris Choi, Peg Scannell), the girls free relay team (Peg Scannell, Pat Keith, Joanne Laroque, Olenka Gorazdowska, and Kit Stewart and Olenka Gorazdowska all broke team records. When this is combined with twelve career best times one would say definitely that the team is definitely on the move.

The MIAA and AWIAA championships will be held in Fredericton this year and both teams will have to come up with fantastic performances if they are to repeat as Maritime Champions. Unfortunately influenza and mid-term finals will keep some of the swimmers at home this week but all will be ready by Friday, Feb. 23.

The Tigers will have to aim very high for it is at these championships that team members qualify to go to the Canadian College Finals at McMaster University in Hamilton. Last year the Tigers finished seventh in Canada in Edmonton with six swimmers and all of them are looking for a place on that team again this year. By meeting a specific time standard or finishing first or second in these championships a competitor will qualify for the Nationals. So far only three Maritime swimmers have met these standards: Mike Jessern, from Memorial, and Jack Smith and Doug McMichael from Dalhousie. With less than three weeks to go the Tigers will be working extremely hard to make these standards to qualify for the Nationals. The team wants to move up the ladder towards the top. (The coach has optimistically predicted a fifth or better this year).

Unfortunately there are no National championships for women, thus the Tigerbells will have to be content with the Maritime Championship. This is within their grasp if they want it. Under the new rules a competitor can swim in five events and, although the team is small, what it lacks in quantity will be made up for with quality performances. The Tigerbells will definitely be the dark horse this year and could surprise a lot of people.



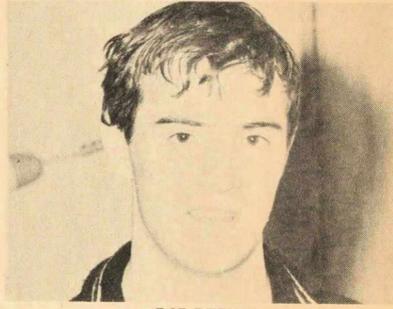
KIT STUART

Kit is a freshman at Dalhousie this year and proved to be one of the most improved swimmers on our team. She presently holds the one hundred and two hundred team records in the breaststroke and should place high in the conference finals this year. Her constant smile and mirth help keep the club alive.



MIKE CURTIS

A freshman from Toronto, Mike was a finalist in the backstroke Ontario High School Championship last year. Although bothered by influenza and sore muscles he should be in shape by the Championships in late February.



BOB PETITE

Bob joined the team as a Junior this year and is one of the most consistent and hard working performers on the club. His desire, as exemplified in his zeal to beat the opposition, has already dropped his competitive time twenty seconds. Bob could be the dark horse in both breaststroke events this year.



GREG ROSS

Greg, a freshman who swims middle distance freestyle, has quite a bit of enthusiasm for the "tough events" in swimming. Middle freestylers (200, 500, and 1000 yards) are usually developed over a number of years but Greg seems to enjoy these distances and should continue to improve throughout the year.

Let's Talk Sports with Gary Holt

There were many disappointed fans on Friday afternoon who were not able to see the Dal-SMU game. There is a remedy to this situation; that is for Dal to hurry up and get to work on the Athletic Complex which is supposedly??? in the planning.

However, until this comes about a more immediate solution is available. Why not have both Dal-SMU games played at St. Pat's High School? Their gym holds approximately 1200 people. My idea is that five hundred tickets be made available to each Dalhousie and Saint Mary's student for them to sell, give away, or whatever. The remaining 200 would go on sale at the door an hour before game time on a first-come, first-served basis, available to either St. Mary's students, Dalhousie students, or the general public. In the long run more students from both universities would be able to see the games.

I suggest this to both Athletic Departments. Get together and work something out.

The basketball team passed another hurdle as they beat SMU. It was unconvincing to say the least. It could have been, in short, they almost blew it. On an opposing court the result could be disastrous. Dal still has four road games left and they are going to be tough.

The hockey team, of course, lost again, so I guess it's now just a case of wait-until-next-year. Again.

Acadia Downs Dal 11-4

By GUY R. MASLAND

The Dalhousie Tigers arrived too late for a warm-up but played their best hockey in the first period as a disastrous second stanza swept them to defeat at the hands of the Acadia Axemen.

Diminutive Peter Clarke scored Dalhousie's first goal and was then cut twice on the face, once in the first period and early in the second. But he climaxed a courageous return by potting a second marker in the final frame. Bob Stoddard scored for Dal on a beautiful play as he stole the puck at

centre ice with the Tigers a man short and pasted a blistering thirty-footer past Bob Ring. George Buelreski rounded out the Dal scoring as he slid the puck into an open net after Stoddard has deked two defensesmen to set up the play. Bob also assisted on one of Clarke's goals, John Shayes set up the other on a fine second effort as he banged his own rebound in, Clarke deflecting the shot.

The Wolfville squad was led by sharpshooter Pete Sheppard, with a hat trick, while John Reid and Peter Martin each had a brace. Singletons went to Roger Creaser, Bart MacDonald, Terry Atherton, and Rick Williams.

ACADIA ALWAYS AHEAD

Acadia led 3-2 after one period and 7-2 after the second frame. Rod Lefort suffered a severe arm injury in the third period and is now wearing a cast.

Mike Kenzie played a fair game between the pipes for Dal and was screened on most of the goals. Ron Sieniewicz replaced him in the third period and turned in some fine saves. Dal outplayed Acadia in the first period but let down in the second when the Axemen pumped in four unanswered tallies. The Tigers pressed in the final stanza but Bob Ring made exceptionally fine saves off MacPherson, Stoddard, and Hurlow from close in.

TIGER OF THE WEEK

Little Pete Clarke for his courageous comeback and valiant effort in defeat for Dal. With more showing like his we must surely improve our record before the season closes.

TIGERETTES TAKE TWO

By GARY HOLT

On Monday in an Invitational Tournament at Mount Saint Vincent the Dalhousie Tigerettes downed the girls from Nova Scotia Teachers College 55-29. Dal who led 27-13 at the half was paced by Marg Muir's 25 points while Jean Fahie added 15. Top scorer for the teachers was Helen Nordine with 11.

On Saturday at Mount Saint Bernard the Dal girls were again victorious as they downed the "Cathedral town" girls 44-37. Again it was Marg Muir who led Dal with 14 points while Patty Davis hit for 10, Diane Orsine had 16 for Mt. St. Bernard who trailed 22-18 at the half.

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