

The Dalhousie Gazette

Vol. 101

Halifax, N.S.

Number 25

SCHEDULE OF CHARGES¹

	Total at Registration	Minimum at Registration	Balance January 10
FULL-TIME STUDENTS (students registered for more than 2 classes). Additional fee in graduating year only: Year Book—\$5.00.			
Arts & Science including Commerce, Education, Engineering and Music Education	\$610.00	\$360.00	\$255.00
King's students	563.00	360.00	208.00
Law	635.00	360.00	280.00
Medicine²			
1st, 2nd, 3rd, and 4th years	710.00	410.00	305.00
5th year	425.00	225.00	205.00
Post-Graduate Psychiatry			
Years at University Centre	205.50	205.50	—
Years not at University Centre	5.50	5.50	—
Post-Graduate—Basic Medical Sciences	5.50	5.50	—
Dentistry³			
D.D.S.	710.00	410.00	305.00
Dental Hygiene	610.00	360.00	255.00
Special Summer Clinic-Dentistry	100.00	100.00	—
Graduate Studies⁴			
Standard Fee	558.00	310.00	253.00
Thesis students ⁵ - off campus (registration only)	10.00	10.00	—
All other qualifying students	80.00	80.00	—
Clinical Psychology - final year	200.00	200.00	—
Health Professions			
Nursing			
B.N. (4-yr. programme)	610.00	360.00	255.00
B.N. (old 6-yr. programme)			
4th, and 5th years	6.00	6.00	—
6th year	550.00	310.00	245.00
Post-graduate Nursing			
Professional Diploma Year	550.00	310.00	245.00
Academic year	610.00	360.00	255.00
Pharmacy	610.00	360.00	255.00
Physical Education	610.00	360.00	255.00
Physiotherapy	610.00	360.00	255.00

¹ Fees are subject to change.
² Additional charges are made for equipment and certificates from the Provincial Licensing Boards and the Medical Council of Canada. The following are the approximate amounts (excluding the cost of books): 1st Year: \$5.00 to \$25.00; 2nd Year: \$125.00 (Diagnostic Equipment); 4th Year: \$60.00 to \$75.00; 5th Year: \$100.00 to \$125.00.
³ The charge for Dental books and instruments must be paid at registration in addition to the minimum amount shown above.
⁴ Fully qualified students will pay full fees for fixed periods only, in accordance with the schedule below:
 From Honours B.A. or B.Sc. to M.A. or M.Sc. 1 year
 From LL.B. to LL.M. 1 year
 From Pass B.A. or B.Sc. to M.A. or M.Sc. 2 years
 From Honours B.A. or B.Sc. to Ph.D. 3 years
 From Pass B.A. to Ph.D. 4 years
 From M.A. or M.Sc. to Ph.D. 2 years
⁵ Additional fees - \$5.00 for library privileges, OR 70.00 for full student privileges.

FEES INCREASE?

At an early afternoon press conference in the Student Council chambers at the Student Union Building on Tuesday, A. Randall Smith, president of the Student Union issued a statement expressing concern over the possibility of a fees increase for 1969-70.

Smith's statement read:
 "For some time now, students at Dalhousie have been concerned about the possible increases in tuition and residence fees. The faculty calendars for 1969-70 will be sent out without fees schedules. The administration had declined to indicate their possible actions, because they themselves have had no word from the Province of Nova Scotia, as to University Grants. The result for some 4,600 students, is increased uncertainty and anxiety about their future. Dalhousie ranks among the institutions with the highest fees schedules. Seventy-eight per cent of our students are from the province of Nova Scotia, a further fif-

teen per cent come from the other three Maritime Provinces. These Provinces are considerably below the national standards of living. Thus the fees increase would hit students already amongst the high tuition group; and students who are from the least prosperous parts of the country. The crisis in summer employment for university and other post-secondary students is an acknowledged fact. Last week, I attended a meeting on this subject, under the Chairmanship of President Holbrook of Nova Scotia Technical College. The Government is aware of the seriousness of the situation through Voluntary Economic Planning.

"Thus, students are faced with bleak prospects of fewer summer jobs and higher costs of education. For universities, it means uncertainty as to programs, delays in necessary projects, and a possible enrolment freeze.

Loan and Bursary Fund Low

The Dalhousie Gazette has learned through reliable sources that the university's loan and bursary fund has been almost totally depleted.

Sources indicate that the fund was totally without funds several weeks ago, but efforts by the university administration have managed to put the balance back up around the five thousand dollar mark. This amount however, is not expected to last more than a month, and students in need of money after that time will be directed either to their parents or to a bank.

For some students on campus, this situation could create a crisis before the end of term. Payment of rent, purchase of food and clothing, and other essentials may even force several students to leave university without completing their year.

Next year it is expected that the situation will be even worse, with the possibility of the fund going dry even before Christmas. If you expect to have any financial problems before the end of this term, the Gazette strongly advises you to see the Awards Office NOW!!!

Don't look for it - it won't be there.

No Fees

In Calendar

Dr. Henry Hicks, President of DALHOUSIE University, confirmed speculation that the 1969-70 Calendar would not contain a schedule of fees when it is published late in March or early in April. The reason for the deletion of the fee schedule is that the university is not sure whether or not fees will go up next term. The administration is awaiting word from the University Grants Committee as to whether or not it will receive the needed fees from the provincial government. If it does not receive enough, fees will likely go up, and present speculation ranges from fifty to seventy-five dollars for the increase, putting this university well above the national average. The disclosure came during a press conference called to discuss the planned cooperation between Dalhousie and The Nova Scotia Technical College.

PRESIDENT'S STATEMENT

All of these affect the whole community.

"We waited, as responsible students, for the

House of Assembly to convene, hoping that the Speech from The Throne would indicate Government policy on higher education. There was no reference in the speech, hence we feel the necessity of speaking. It is urgent that the Government of Nova Scotia indicate its plans in the field of higher education. If there is no problem, the Government could allay the fears of a great number of Nova Scotians. If there is a problem, let the Government advise us of its extent."

Smith told reporters that it was essentially a problem between the university and the province, and that the Student Union would be confronting the Smith government rather than the university administration.

It was learned that the University Grants Committee chaired by Dr. Arthur Murphy, and responsible for assessing the needs of provincial post-secondary institutions filed its report in November, but the Smith Government has not acted upon it up to this time.

Randall Smith also stated that if the grant to Dalhousie is insufficient and after the Student Union

has gone through the regular channels in order to head off a fees increase, he would not hesitate to call a General Strike. He told reports that he had the support of the professional schools in this manoeuvre, and that he considered a general strike to be legitimate action for the union to take. Smith cautioned however that strike action would only be utilized after a serious attempt to find other means of combatting the problem.

Rumors circulating on campus indicate that tuition fees may go up anywhere from fifty to seventy-five dollars and that residence fees could be hiked as high as a thousand dollars. The only other alternative to a fees increase if the amount required is not forthcoming would be a cut back in the university's expansion plans and a possible freeze on the hiring of professors or an enrolment freeze. When questioned as to whether or not he was a "lame duck" president because of the elections, he assured newsmen that none of the other candidates seeking office had differed substantially from him on the union's policy toward a fees increase.

"It seems clear that the provision of adequate education generally, plus deliberate special efforts to help those whose family circumstances tend to discourage persistence in education, must form a highly important part of policy against poverty. As some of the other work of the Council has shown, the performance of the educational system has very long-range effects. To the extent that it fails to perform well in helping the children of low-income parents to break out of the poverty cycle, there are likely to be distressing social and economic costs for one and perhaps more generations.

-Economic Council of Canada Annual Report, September 1968

ORIGIN OF DALHOUSIE STUDENTS

Nova Scotia - 78%

Other Atlantic Provinces - 15%

AVERAGE PERSONAL INCOME 1967

Nova Scotia - \$1,790

Canadian Average - \$2,313

Inside

Election Results
Pages 8 & 9

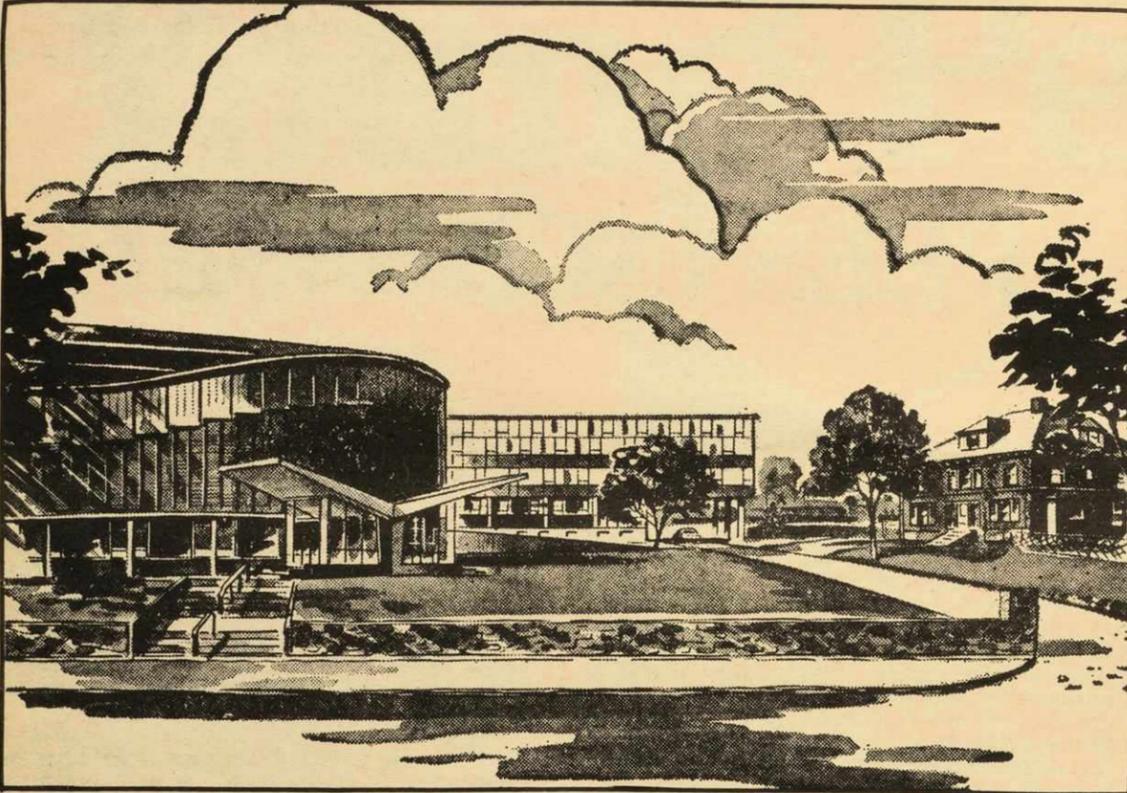
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Dal-Tech Agreement

Start of Something Big



An announcement last week that Dalhousie University and the Nova Scotia Technical College will participate in a five year "trial marriage" appears to be step one in the long process of establishing a University of Halifax. Despite official denials, the tenor of a supper hour press conference last Friday evening indicated that Halifax universities are moving in the direction of streamlining and eventual consolidation.

The agreement for an initial five year trial period will begin in September 1969. In the proposal which must be ratified by both institutions, Nova Scotia Tech will assume the over-all responsibility for curricula and programmes at all levels in Architecture and Engineering, while Dalhousie will take on responsibilities in the fields of Engineering Physics, Applied Mathematics, and the Material Sciences. There will be a joint registration and students will be able to claim degrees from both institutions.

The Student Council Presidents from Tech and Dal will jointly consider collection of student union fees and establish some policy in this regard.

Though both institutions will maintain their separate administrative apparatus, it is expected that they will work during the five year trial period to eliminate any unnecessary duplication.

The agreement between Dalhousie and Nova Scotia Technical College came after a Committee was set up by the Nova Scotia Grants Committee to study inter-university co-operation, especially in the Halifax area. These committees broke off into sub-groups to study the possibilities of co-operation between Dalhousie and Tech, Dalhousie and the Maritime School of Social Work, Dalhousie and Mount St. Vincent and Dalhousie and King's College. At present only the negotiations between Dalhousie and Tech have progressed to the point that they are prepared to make a statement to the press.

At the press conference Dr. Arthur Murphy, Chairman of the Nova Scotia Grants Committee, stated that this proposal should in no way be construed as part of any "grandiose" scheme to create a University of Halifax. However the Gazette has learned through usually reliable governmental sources that the Grants Committee is attempting to tighten the financial screws to force the University of King's College into an amalgamation with Dalhousie. It seems likely that official denials to the contrary, surreptitious attempts are being made to create that "grandiose" University of Halifax.

The provincial government would like to see a University of Halifax (or better still a University of Nova Scotia) to ease its own financial burden. It is expected that such a single institution would create huge savings with a single administration and elimination of duplication of facilities. It is also expected that better teaching would result from a single University.

The hope, according to reliable sources, is that a University of Halifax would be established first, and would eventually lead to a University of Nova Scotia including Acadia, and St. F.X.

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Indians Must Organize

By DOROTHY WIGMORE

The Indians of Nova Scotia must organize to present a united front to deal with their problems. This was the main idea that emerged from a public panel discussion held Friday on the Indian-human rights and the law in Nova Scotia. A panel of four Indians answered questions and discussed the so-called rights and the problems of the Indian of the province.

"We are organizing with the hope of developing political power strong enough to be recognized and contended with by all levels of government," said Mr. Lawrence Paul, a former chief. "We are not citizens of Canada because we don't have civil rights. I don't consider myself a Canadian. I am a North American native," he added.

The Indians wish to be citizens, but under certain conditions. The rights which were taken away from them when they were put into "concentration camps" across Canada, must be recognized remarked Mr. Paul. The Indian is a ward of the federal government under terms of the Indian Act. But, one of their biggest problems is that any dealings which affect them are discussed only between the federal and provincial governments. The Indians are never consulted. Thus the first right that must be established is the right to negotiate so their needs and demands can be met.

The three main problems facing the Indians today are the Indian agency at the national level, the agency at the regional level and the non-organization of the people. Other problems bothering the Indians are the paternalism of the federal government, unemployment and education.

One way the provincial government could help is by taking over education. The federal government school system is not as good as the provincial,

and so when young people transfer to the provincial system they find the work tough and chances are they will be forced to drop out. Of the 250,000 Indians under the age of 21 in Canada, 200 are in university and only 13% get beyond junior high. This could be changed, said Mr. Paul, by negotiations between the Indians and the two levels of government.

Mr. Adrian Morris of the Eskasoni Reserve brought out another problem facing Indians. Despite the fact they pay all provincial taxes, except property taxes, they do not receive any benefits from them. The Indian may vote in elections, but that is about the extent of their political participation. Since they are not ratepayers, Indians cannot hold political office, nor can they run for a school board seat.

Mr. Gregory Johnson, another panel member, said that the Indians cannot get the laws changed themselves. They must have help from those who have influence in the government. The Indians must help themselves too. They must present a united front through organization. Nova Scotia is the only Canadian province that is not organized.

Asked if the Indian has become politically conscious, Mr. Paul said the Indian often does not know what he is voting about. "The Indian gets a vote, but this is not a right, it is a token", he said. "The Indian is still exploited, even at election time. He is given some liquor or a couple of dollars for his vote. The same thing happened 200 years ago with colored beads," he added.

Mr. Johnson suggested that the Indian should boycott the election if he does not understand the issues.

Right now the Indians are trying to get information from ARDA about grants to help train 5 Indian people to work on reservations. They are also trying to get Indian social workers because "only Indians know and appreciate Indian people's problems,"

Intro Dal

The word is out — most people could tell you that Intro-Dal is our Open House — but opening of what? All departments with the exception of Physiotherapy are participating with some type of exhibit or other.

It is an opportunity not just for the public but for the university itself to take a look around. Our students rapidly become more and more specialized. This is an ideal chance to see what goes on in other faculties.

For students who have never been in the Forrest Building, the theme for Biology is "What is Biology?" The whole building will be devoted to exposing this science as much as possible with opportunity for participation with things like blood tests and the electron microscope.

If you crave culture, the Spanish department is presenting a short play, "Amor de Don Perlimplín con Belisa in su Jardín" as well as dancing songs, a slide show and a coffee house.

At the computer centre, they are combining science and the occult with computerized horoscopes or, if superstition is not your line, perhaps you can beat the computer.

Medicine will be displaying the Tupper Building and Commerce will be telling us, via lectures, exactly what Commerce is, in addition to their variety show.

Physics is putting on a big show, films and general interest (meaning the level of non-physicists), a liquid air display, open labs, and among other things, the High School Science fair. These are really just a few of the things going on and are subject to change, especially if you have suggestions for improvement.

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Fees to go up?

It is likely that fees at Dalhousie will go up next year, as a result of a cutback in governmental aid to the province's universities.

Although Dr. Hicks cannot clarify the situation, since the University Grants Committee has not yet informed the colleges of its decision, it is known, for example, that the '69 - '70 Dalhousie Calendar has gone to press without a schedule of fees, which suggests that rates may be changed.

Usually reliable sources indicate that a tuition hike of \$50-\$75 and residence charges close to \$1000

may await the student next year.

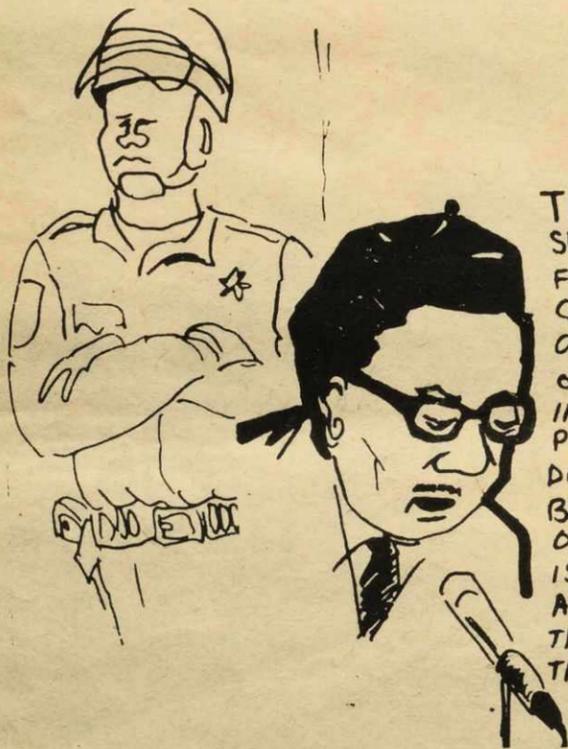
Considered in the light of national trends, the situation is distressing. A recent Dominion Bureau of Statistics study shows that Dalhousie's \$610 tuition fees rate among the highest in the country compared with the Canadian average of \$503. This is simply because students supply a larger proportion of university operating funds in the Atlantic region than elsewhere in Canada. For example, during the 1964-65 term, student fees in this area accounted for 38.9% of operating funds, while the national average was 30.4%.

Why do we pay such a large portion of the costs of university operation? Why can't our fees be reduced, if not to a reasonable level, then at least to a figure more in keeping with the national picture? One could argue that such a move would necessitate an increase in taxes to cover the lost provincial revenue, and this would be true — within the existing structure of financial priorities, which places education relatively low on the list of worthy causes.

Very few governments recognize that educational expenditure is a sound investment in the future rather than a burden which must be tolerated, if only to keep the peace. It is somewhat ironic, to say the least, that Newfoundland, poorest of the poor in most respects, should lead the way in providing higher education at minimal cost, and in so doing make Universal Accessibility more a reality than a meaningless slogan.

This, then, is the situation which we face. It would be insane for us to endorse and encourage perpetuation of governmental short-sightedness by allowing yet another fee increase to be thrust down our already well-stretched throats. Dalhousie students must be prepared to take strong collective action in the event of any such move, and to provide leadership in this regard for students throughout the province, who would be faced with similar problems. Student government should initiate action both individually and in conjunction with the administration.

With the inevitable failure of such customary negotiations, students in this province must take unilateral action to prevent government mismanagement from further restricting the universities to the privileged self-perpetuating elite capable of absorbing higher costs. A general student strike would be a most effective means of indicating disfavor should events develop as now seems probable.



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(from S.F. State Strike Daily)

The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

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Editorial

Casey Baldwin

The Institution As A Message

"We don't know who discovered water, but we are pretty sure it wasn't the fish"... McLuhans one-liner illustrating the difficulty of assessing our environment. And "the medium is the message" approach which attempts to circumvent these difficulties on the realistic premise that an analysis of the medium allows a more contemporary insight than an analysis focusing exclusively on antiquated content. This premise is especially valuable when applied to education and schools. Edgar Friedenburg, professor of Sociology and Education at the State University of New York in Buffalo, recently gave a guest lecture at York University using this approach. Talking to a class of Professor George Martell (recent Dalhousie honours graduate), he defined the purpose of education without reference to curriculum or content, instead focusing entirely on the school as an institution, and answering the question in terms of social function.

The most important social function of schools, he maintains, is to define youth as a social role. Our society is based on fragmentation, a vital systematized string of categories, nurtured by our print heritage. Most of our social order is based on compartmentalization, vital to our perception and subsequent conceptualization. Youth is subjected to this as early as possible, the school providing the principal exposure. Compulsory school attendance sets youth in a compartment all their own, the only major social category where it is illegal to be anywhere you please during certain hours. Schools usurp student life-space even after hours, a good example being mandatory short hair, which can't suddenly grow after class. The schools vigorously defend this on the grounds of character building, disregarding the fact the student has no say in the matter whatever. It is likely a majority of students would like to have some say in the source and frequency of ads strengthening their "character". If any degree of consent was involved in rules of behaviour and what he wished to learn, the student would then be a client, with the school no longer an institution of mass definition, but rather the more democratic institution it now purports to be.

The second function Friedenburg discussed is to legitimize an economic conspiracy, not a conspiracy in any dark satanic sense, but a type of invidious planning. The "a priori" assumption that schooling later provides a higher income with a concomitant increase in social mobility is open to question. It is true there is an almost universal hiring policy based on school credentials, but if you don't hire without these credentials its impossible to know whether the job could have been done without them, or to discover alternative modes of providing the learning that is ostensibly required; and impossible

to establish what the school really contributed to the acquisition of skills necessary to the performance of the job. Further, if the schools are largely responsible for the acquisition of these skills and there isn't anywhere else to acquire them, its a long way from proving its the best place to do so.

The highly touted correlation between earning power and education is increasingly suspect. Comparison between the earning power of the non-high school graduate and the graduate shows a difference in earnings of only twenty to thirty dollars a month. The standard reply is that its necessary for university admission. A high school education was only valuable when scarce, so the only allowable deduction is that the top ten per cent of society with resources not to earn money and go to school were likely to earn more money over the long run than those who didn't. With increasingly universal education, the same drop in fiscal utility is affecting college degrees. Thus the economic carrot forcing student acceptance of the schools undemocratic definitive role is shrinking, and the student begins to object to the role. The majority of students still accept being quite rigidly defined and molded, and as such are still useful to the corporation and industry. They emerge graduates with marketable characteristics that allow them a comfortable industrial niche with a static productive role, the role the school so carefully defined.

Friedenburg says the school as a medium or institution is indeed the message, more so than most other mass media. The curriculum content isn't nearly as important as learning acceptable modes of behaviour and inter-action. Tests on curriculum measure exposure to this social function as much as they do knowledge of algebra etc. Schools provide a caricature of society, and when the student emerges a full blown graduate from this mimic sub-strate into society, his awareness has been duly anaesthetized and conditioned. Friedenburg says, "The function of the school is to teach you about the unofficial sanctions, to prepare you for the blacklist, to make sure you understand the implications of being labelled a troublemaker, the worst thing a school can call you."

It performs this function in a society that lies about its traditions. Society ennobles traditions far greater than it can institutionalize in every-day practise. Friedenburg says one reason for this is the inclusion in the social process, with some influence, of people, who in an earlier more conservative age, would have been non-voting and dispossessed. The response of the school to wider education has done it less than credit. It isn't educating people of less ability, but former victims

of the exploitative process, the victims of economic laissez faire. With greater democracy and social conscience, but the same exploitative framework, society must create and maintain institutions that persuade people to be victims. These institutions attempt to induce people, through anxiety, no sense of their own resources, or a realistic sense they might not be smart enough to be rulers, to choose the role of victim.

Teaching increased economic opportunity along with more generous cultural values to more and more people without educating their means makes for a real poser, particularly in a society predicated on a hard line between the have and have-nots. Friedenburg says "A serious polarization seems to be happening in America, for which I am glad, but then I am not a liberal". That is a beautiful mouthful. The schools are ducking this increasing polarity by defining the difference between rich and poor not in terms of wealth, power, and influence, but in terms of... are you ready?... cultural deprivation. Then this deprivation is defused by turning it into a wet paper bag, bursting with cultural goodies like short hair, shirt and tie and other apple pie artifacts, which only serve to confirm the original gap the have-not was trying to overcome. (My little sister just walked in the door singing freedom, freedom, read the first paragraph of this article, and promptly asked how you would classify Marshal McLuhan). An even more important implication, with a touch of the old Calvinist reverse, is that the only reason this culture must be acquired is to get a job, so it isn't really very important after all. Thus, if you don't have it, you aren't really inferior. Friedenburg turns this right side up and says, "a more valid human message would have been that you have the right to dress in a way you think becomes you, but no matter how you dress, it may indeed be true you are inferior to other people". Even at that you are still dealing in terms of cultural deprivation, the term predicated by the institution to mask the real conflicts of interest. But if you are indeed inferior, the school as an institution may claim a considerable part of the credit. Maybe you chose to be a victim, a living, breathing example of wet paper bag culture.

While undergoing this institutional process, youth still manages to get its head above water occasionally, hungering after experience or ideas that are individually and personally important. He or she may attempt this through the school, but its a closed shop, based on a original personal expression. Its unfortunate one of the principal influences in the lives of so many young people has so little awakening spirit, and dampens rather than fosters the fun and force of new experience.

Steve Kimber

A Thousand Words A Week

The dark grey limousines of the illustrious luminaries who invariably attend such functions of state, stood somberly against the curb in the damp stillness of the mid-afternoon, patiently awaiting the return of their masters. Two chauffeurs, uncomfortable in their grey suits, smoked and played cards idly in one of the back seats. On the other side of the Legislative Building, a military ensemble, freed from the task of providing accompaniment for His Lordship's entrance stood talking, idly wondering aloud about the proceedings going on within.

They needn't have bothered - inside in the Legislative Chambers, the scene was no different from those which have preceded it. There were some new faces, but the play was the same. The ladies, in last year's fashions were still in the gallery, looking as if they had forgotten to go home after the opening of the Legislature the year before. The MLA's sat uncomfortably in their seats, wishing that it would all be over so they could get down to the serious business of another drink. The new Lieutenant-Governor Victor deB. Oland, surrounded by a flock of medalled hirelings, was reading a Speech from the Throne that sounded as if it should have been ready twenty years ago. One member, obviously drunk, came in on cue with his "Hear! Hear!" every minute or so.

The Lieutenant-Governor in his plummaged headpiece read slowly but distinctly: "In view of the increasing scope and complexity of legislative and government activities since the last report of the last Select Committee on the appointment of an Ombudsman, you will be asked to appoint another Select Committee to inquire as to whether or not the appointment of an Ombudsman is now required or

desirable. "You will be asked to consider legislation respecting equal pay for equal work."

The list went on. Human Rights has a high priority (only eighteen months was required to name a Co-ordinator for the Human Rights Act, and that only came after repeated proddings by the Black Panthers), a Committee will be set up to investigate the issuance of warrants for non-payment of taxes (a man recently spent five-and-a-half months in jail under that law), and blah, blah, blah. Last year's fashions and last decades laws.

A government, to be effective cannot merely confront the existing realities when circumstances force it to do so - it must begin to tackle the problems of today before they become the crises of tomorrow. This, the present Government has failed to do. It has become senile, as is evidenced by the recent throne speech, a document that was only striking for its uniform dullness. There was nothing in that speech to excite the imagination, no conception of a better tomorrow; merely sixty-nine paragraphs of incoherent sameness.

The Government has had the recommendations of the University Grants Committee on financial aid to post-secondary education for over three months and has failed to act. For University administrators planning their own priorities for next term the situation is intolerable. Will it take a student strike to convince the government that education must have a higher priority. These are only some of the recent instances of a government that has lost its drive and initiative, a government that is dead.

One thing in the witty and urbane document read by the Lieutenant-Governor did however seem particularly apt. "This session," he told the yawning Assemblymen, "is of particular historic signifi-

cance as it was 150 years ago on February 11, 1819, that the House of Assembly first met in this building and it has continuously met here since that time." One could only wish that he had added in his ringing and solemn voice: "We are gathered here today to re-enact that session and the following is the Speech From The Throne of that memorable occasion." The post-hoc Government we enjoy today deserves nothing better.

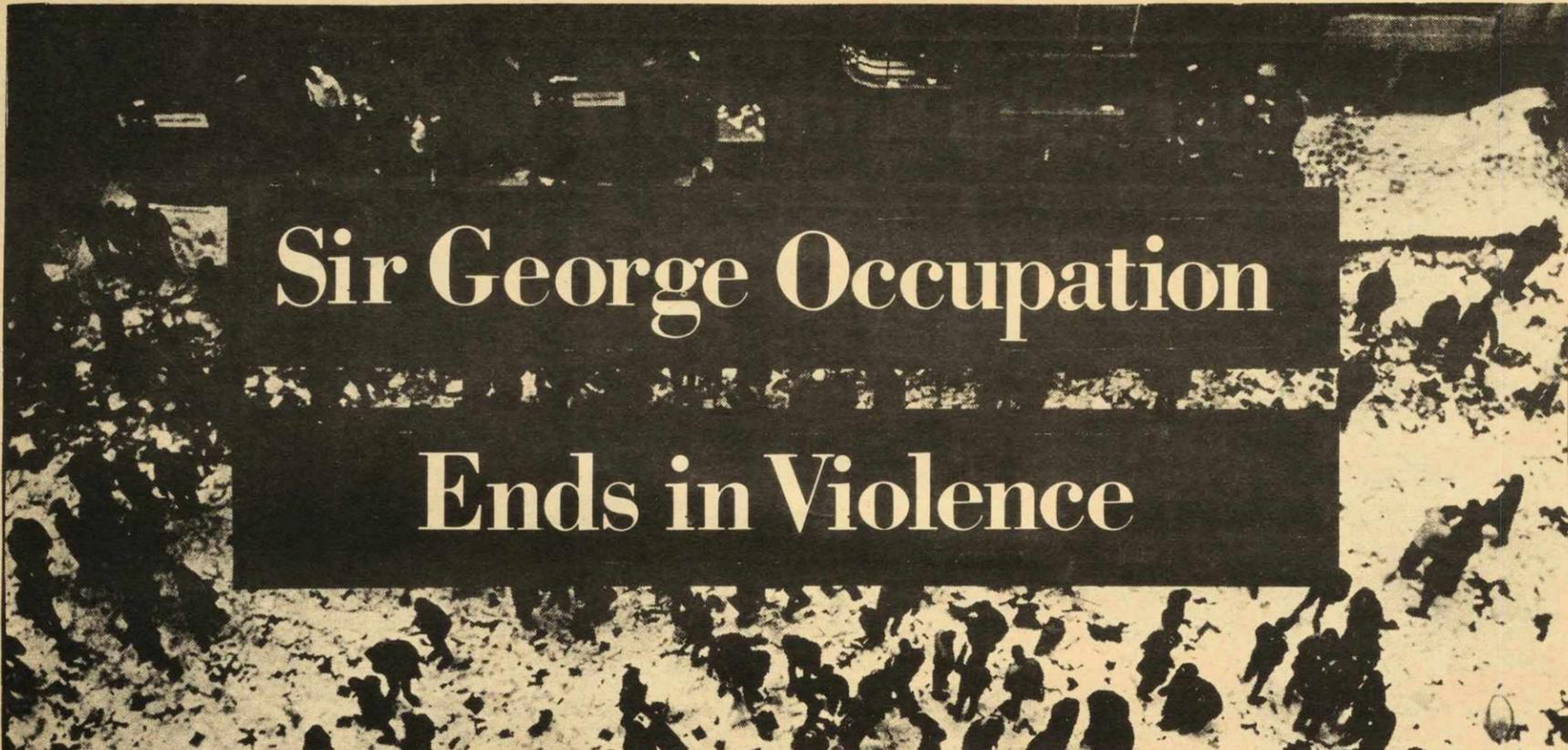
STUDY IN JERUSALEM

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Sir George Occupation Ends in Violence

MONTREAL (CUP) - The occupation at Sir George Williams University ended violently Tuesday (Feb. 11) and left in its death throes over a million dollars worth of damage, a fire and water gutted ninth floor of the school's Hall building, 96 arrests and numerous injuries to police, students and by-standers.

Monday night, the whole affair seemed calm and approaching satisfactory settlement. Tuesday morning, it exploded wildly out of control.

The spark to explosion, ironically, was a weekend-long round of negotiations between the occupying students and the administration. By Sunday afternoon, the negotiators had hammered out a working proposal - and that's where the confusion began.

The students' lawyer said he had been told by his administration counterpart that the terms of the agreement - acceptance by the administration by the administration of the five demands set by the occupiers in return for an end to the occupations - would be ratified by his superiors.

The occupiers sensed victory and arranged a party Sunday night. Meanwhile, the administration lawyer took the agreement to principal Douglas Burns Clarke for signature. Clarke hesitated and said he wanted to sleep on it. The next morning, he did not sign but rather called a faculty association meeting to discuss the proposals. Spirits were still high in the two occupation centres - the computing centre and the faculty club - everyone waited for final victory.

But the faculty, after a stormy seven-hour session, rejected the proposal and replaced it with another one unacceptable to the students. The faculty was incensed over Clarke's morning suspension of professor Perry Anderson, ostensibly for his own protection.

The faculty had also supported the old hearing committee and was not willing to renege on that support.

Their refusal to accept the negotiated agreement had tragic consequences.

When the faculty rejection was relayed to the students, they greeted it with stunned resentment. Two weeks of frustration and wearying occupation sharpened into focus. Some occupiers cried, others hardened and called for a close-down of the school.

At that point, the principle of non-destructiveness still held.

The occupiers decided to seize the entire building. As a major portion rushed to lock all the entrances, a small group headed out into independent action. They swarmed into the cafeteria, seized chairs and tables and started barricading all the exits and escalators from the fourth floor to the eleventh.

To get into the cafeteria, they took axes to the locks, a move that brought the police in.

About 4 a.m., 50 uniformed police marched into

the school. As they tried to mount the barricades, they were washed away by powerful streams from fire hoses trained on them by the students.

But realizing the weakness of their position, the students retreated from all areas of the building into the computer centre.

That was the breaking point. Once they had watered down the police, they were there to win or lose, win or lose big.

The police followed them up. They broke through the barricaded glass doors of the computer centre and were again met by jets of water from within.

Two policemen were cut - it is unclear whether they were injured by window glass or flying bottles, it is probable that both were involved.

Realizing they hadn't the strength to get in, the police settled down to a seige. Forty of them stood outside the centre in ankle-deep water singing "Michael Row the Boat Ashore".

The students then started to smash up the centre. They tossed IBM cards, print-outs, papers, research documents - anything they could find - out the windows. These were followed by typewriters, portable computers, adding machines. Nine floors down, the city streets, now cordoned off by police for three blocks, were thick with papers. By-standers, at least 1,000 strong in early morning, waded through reams of it.

The students then announced they would destroy the computers, one by one, until the police left. This was at 8 a.m. and Clarke had had enough. He told the police he "wanted them out of there, and I don't care how you do it".

The police told him they had to wait for the riot squad, Montreal's crack team designed for crowd control and riot-busting. The squad arrived at 9:30. But they didn't move in until 1 p.m.

Various administrators, thinking they could save the computers, wanted to hold off.

Meanwhile, a huge mob had gathered in the streets below. The majority cheered the police. Others, about 400, supported the students. Fist fights erupted continually, at least five people were arrested throughout the day. And the police, as they moved in to quell the fights, used billyes to break up knots of people, injuring several.

One police van was set aflame but the fire was quickly extinguished.

By 1 p.m., it was clear the computers were being destroyed. The riot squad was given orders to move in and started breaking down the barricades.

At that point, the occupiers smashed the remaining computers and set fire to the barricades.

Flames shot out 15 feet and the police drew back. The blaze was visible for three city blocks. Thick black smoke filled the corridors and at least five policemen and firemen were overcome by smoke and rushed to hospital.

The students, ringed by fire, stayed in a back

room near an open window. Out in the corridors, newsmen and other students fled the area to get away from the smoke, unbearable even two floors away. Dozens retched in nausea.

The fire began to move in on the students. The riot squad managed to put out the fire and get the students out before they were all either burned or overcome by smoke.

The police seized 96 and kept them lined up against a wall for two hours as they put out fires and awaited instructions.

Only a few of the occupiers managed to evade arrest.

At 6 p.m., they were shoved into nine paddy wagons and taken away to be processed. The university will press charges against all of them - one official said: "We'll hit them with every criminal charge possible."

The students have been charged with conspiracy, arson and mischief. Mischief alone carries a maximum sentence of life, arson a maximum of 14 years.

At least 20 of the 96 arrested were women; the group is almost equally mixed, black and white.

The damage: at least a million dollars worth of computers. The centre itself won't be functional against until next October.

The whole ninth floor of the Hall building is butted. Walls are down, floorboards torn up, windows smashed.

Water damage has wrecked at least five other floors.

Valuable research projects were destroyed.

Animals in psychology experiments on the eleventh floor all died.

Some academic records and exam marks are forever lost.

96 students now face severe criminal charges and lengthy sentences.

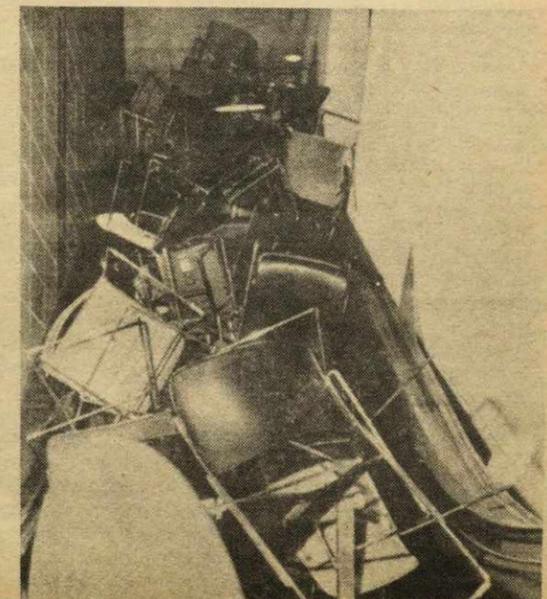
The university will be shut down at least until Monday and may take months to get back to normal operation. And of course, the Anderson case may never be properly handled.

It's a sad story of frustration, rigidity, weakness, absurdity and betrayal. An administration roundly scorned by students for mishandling the affair finally came to grips with the situation and lost out to the faculty.

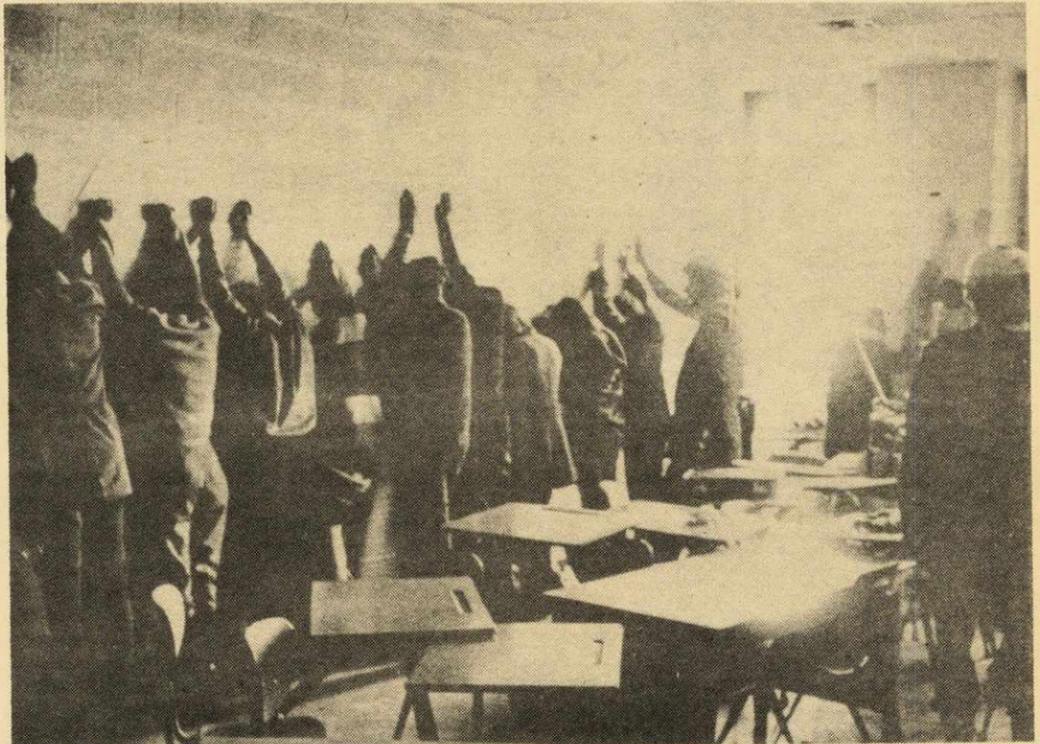
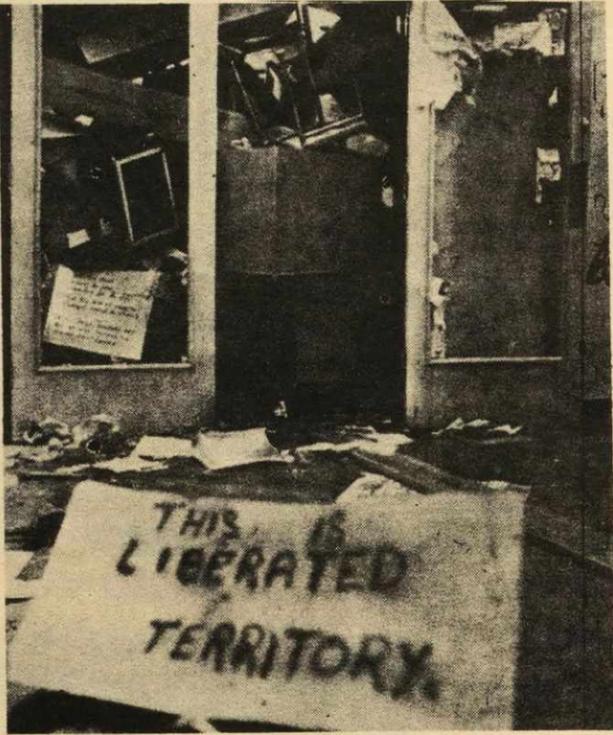
The students, who had taken such delicate care of the computers for two weeks, finally destroyed them and lost any chance they may have had of legitimacy.

The faculty, never militant throughout and at no time the leaders in the affair, raised its hackles at the worst possible time.

And everybody loses - over a dispute about the composition of a committee.



Sir George - Analysis



MONTREAL (CUP) - -

Reporter: "Why didn't you take the students' demands seriously?"

Faculty Association Executive member: "You know these West Indian students - - they exaggerate, they're expansive. And they use obscenity, but we've come to overlook that. They think differently."

If it wasn't exaggeration, it was unpredictability, a term the administration at Sir George Williams University substituted for communication as its key crisis phrase.

And it was precisely that state of mind that precipitated the conflict and its tragic consequences.

Of course, there were immediate triggers. After two weeks of occupation, the students were betrayed in the last moments. They expected victory, were told their demands would be met and then, in the midst of the victory euphoria, were let down dramatically by a moribund faculty suddenly up with a snarl.

The pent-up frustration could not be contained - - though it might have been had the police not been called. And the computers, so carefully guarded from harm by the students for 14 days, were smashed beyond repair by their meticulous guardians.

They would have done their case better to withdraw quietly, losers in a wearying struggle. They had the support of the student body and might have seen their demands met after a while. But they responded to power with the only power they could muster, destruction.

The anatomy of response is an intriguing problem but not very relevant.

Not much more relevant are the eight months of administrative waffling on the charges against Perry Anderson. The weakness and hesitancy led naturally to escalation, demands and finally occupation. That is a straight-forward process.

The substantive charges against Anderson - - which now may never be explicitly defined - - may or may not be valid. Racism is a difficult attitude to expose on the subtle individual level. Nuances of speech, treatment of individuals, deliberate color-blindness may all be indicators. It is not so much individual attitudes per se as the societal institutions that create them that are important. Pragmatically, in order to satisfactorily illustrate institutional racism, an educator would take an individual and show how he had been molded by, and was implicitly involved in, a greater societal process.

That is the dramatic technique.

Whether it is ethically justifiable is questionable. A judgment would involve balancing the relative weights of the consequences to the individual model against the possible value of an increase in sensitivity to and awareness of societal racism.

It is at best doubtful whether people, in the final analysis, were sensitized to racism. There is no doubt that a significant number of white students were - - they joined the occupation and talked out racism for days. They, however, would have arrived at that sensitivity on their own. An enormous number of people never looked beyond militancy and destruction.

Black leaders may have been satisfied with the outcome, at least to a certain extent. They did manage to create a solid, militant core of blacks. Though they had little feeling for property rights, they did not want the destruction that resulted. They knew the strategical implications of damage and knew their case would be washed away in the swirl of shrill outcry.

They simply lost control.

There is no doubt the blacks were extremely sensitive to racism. They may have reacted too quickly, sized up situations too readily. They were

of course influenced by the black movement in America and the emerging one in Halifax.

But all of this would not have been sufficient cause for the eruption. It was more white reaction that convinced them of racism than anything else.

When people are told they're different, they become different.

White radicals were one of the culpable groups. Their obsequience, hesitancy to question and debate with blacks convinced the blacks of their control. Decisions in the computing centre were almost invariably made by blacks, debate on strategy involved blacks. Whites did not participate until they proved their worth by an independent occupation of the faculty club.

Administrators were also involved. Their continual hesitancy to act because of the "unpredictability" of blacks was disastrous. They could have handled white protest - - dialogue, compromise, all legitimate tactics with whites.

But they made it clear from the beginning that they didn't know what to expect from the blacks and acted accordingly. The stilted politeness, retreat to downtown hotels, lack of communication all hinged on their evaluation of blacks as something different, to be handled differently.

And they made no claim to expertise.

An administration that has handled students coolly in the past suddenly lost its firm hand when dealing with black students.

And the implications of that were not lost on the blacks.

The faculty played its hand badly too. Teachers, perhaps the best people to sense the mood of the school, failed utterly. They were more concerned with Anderson's suspension and its implications to teaching security than with evaluating the political situation and making the best of it. And spokesmen kept making unfortunate evaluations of black students to the media. And, of course, there were hundreds of: "I don't care whether he's black, white, green or pink, I want the facts."

The media played the affair as a black-white confrontation - - though in reality it had been turned to a complex student power, revolutionary action. The blacks sensed the news value was in blackness.



Reporters called white students by their first names and collared them informally - - they spoke to Mr. Black and asked politely for interviews.

The blacks then became blacks - - Different from anyone else.

And in doing so, they were fully aware that they had been forced to. They acknowledged the individuals were not conscious racists but saw clearly that the societal ethic had forced the individuals to treat them differently from all others.

Given that institutional racism had become an objective reality and was transmitted to them by various groups and individuals, they were unwilling to differentiate in any relative sense.

Had they acknowledged that various individuals were blind to the manifestations of their unconscious racism but nevertheless were objectively less repugnant and easier to deal with than the deliberately constructed racist institutions or conscious racists themselves, they might have been able to work the dispute out.

At that point, they could have forced many people to re-evaluate themselves and understand the conflict with the blacks. They were able to work with white radicals, they may have been able to work - - though of course less effectively - - with white liberals.

As the Differences piled up and the division was sharpened, the blacks, though never talking about it, began to despair. Perhaps, they thought at heart the racist aspect of the situation could be explained away, that it was only surface dirt.

As the occupation stretched on and they read signs calling them niggers, warning them to get back into their place, they lost hope. The overt racism coupled with the not-so-subtle covert racism convinced them they would not win.

When the confrontation came, they had little to lose - - AS HUMAN BEINGS.

The destruction was a last stutter of impotent rage.

The whites involved were split. Some were radical people who tried all the while to put the affair into political perspective. The blacks insisted they weren't interested in the "isms" - - capitalism, socialism, Marxism. They ejected one Maoist who was too vociferous.

Gradually they began to create that revolutionary analysis. Some of them left before the police came, knowing they could do no good in jail.

Others stayed to fight imperialism on the barricades.

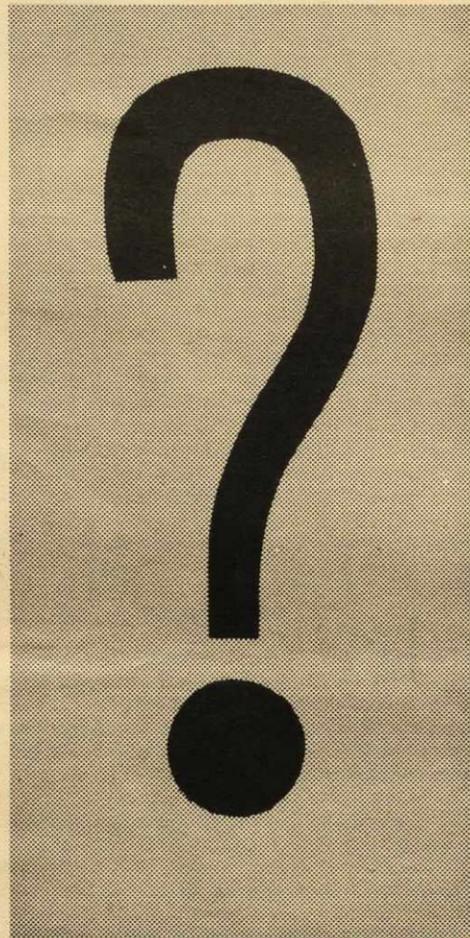
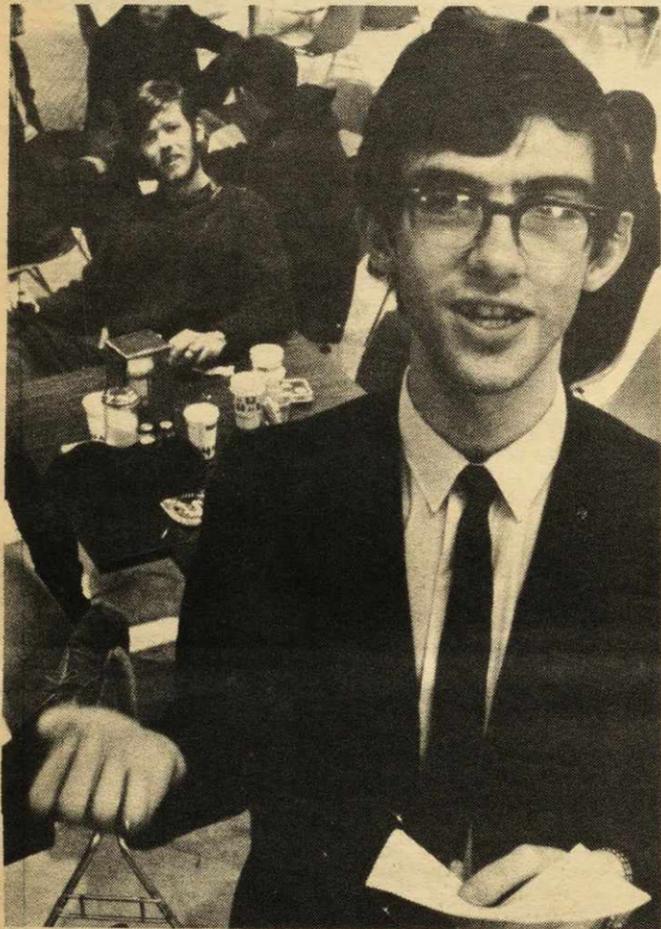
But many were white liberals genuinely interested in attaining justice, in creating a new Hearing Committee. They were driven to destruction because they were betrayed by people they believed would finally be reasonable - - liberal administrators and faculty.

In the final analysis, it was the attitude of Difference that killed Sir George. Had this revolt been treated like any others, the tragedy would not have happened.

The demands made by the occupiers were the MILDEST made to date in the history of serious student revolt. The students simply wanted a new hearing committee, AGREEABLE TO BOTH SIDES, a demand they likened to any trial where prosecution and defense select the jury.

Administrative and faculty rigidity came not from the unreasonableness of the demands (though of course a fair number opposed in principle to giving in to students in any way) but rather from evaluation of the people they were dealing with.

And they were incapable of dealing with blacks. Perhaps the blacks in the long run did prove the case. But everybody has paid an enormous price for that lesson.



Gillis Leads Race

Second year Law Student Bruce Gillis took seven out of fourteen polls to win the Student Union Presidential elections by almost two-hundred votes over his nearest rival, another Law Student, Eric Button, with Kim Cameron placing third and Phil Goldring bringing up the rear with 380 votes.

The twenty-two year old Gillis, running with Shirreff Hall Council Representative, Derryn Crowston scored heavily in both Men's and Women's Residences to register his victory. Gillis also headed the ballot in all but one of the professional faculties (Dentistry). In the Arts faculty - Goldring picked up strongly, on the basis of a massive phoning campaign conducted - the night before the elections by his staff, while Kim Cameron, a Graduate Student in Sociology ran a close second in Arts, while coming out on top in the Science and Graduate Studies voting.

Gillis, adopting as his slogan, "Put the Student Back in Student Government," and "We Want What You Want," emphasized the problem of communication throughout the election campaign. He plans to co-ordinate the activities of Dal Radio, the Gazette, and Photography with the Information Services Department.

He stated that the basic problem was "student dissatisfaction with Council," and told the Gazette that he intended to find out "what they (students) want and need, and the best way to get it for them." Gillis did say however that most of the major problems were "too complex to be able to make a quick statement on how I would solve them."

The President - elect will take over the present Vice-President's office during the interim between now and when he takes office after a joint Council meeting next Thursday (February 28).

While awaiting the takeover Gillis and Crowston will be extremely busy. They will sit in on meetings of the present executive, meet with Union staff to be briefed on the current situation, conduct meetings with various organizations on campus, as well as make decisions on the many vacancies they must fill.

Gillis may choose his members - at-large from among his campaign workers who include Lester Barkhouse, Peter Cook, Leo Devoie, and Dave Stephenson, all regarded by observers as likely material for the winner's political plums.

Smith Talks

Randall Smith, in a nostalgic vein, talked about his term of office shortly after Bruce Gillis had been declared the winner in the race to succeed him as President of the Student Union.

Smith had earlier sent a telegram, "as has been the custom this year" to Gillis expressing his congratulations. Text of the telegram was: "I congratulate you on your electoral victory and assure you of my co-operation in the interim prior to your taking office."

Smith said that in the three years he had been associated with student government, as Treasurer, Member-at-Large, and President, the Council "had made some substantial improvements." The Union he said had built up a "reputation for responsibility in negotiating with the Government."

The last three Council's, he felt, had left behind it a "heritage of a great number of changes." He cited the work done on the Student Union Building academic affairs as two major areas of action.

To the new President, Smith extended his best wishes and indicated that he felt Gillis should begin to deal immediately with the impending fees increases.

Dambergs, Ruffman In

Incumbant Senators Alan Ruffman and Robert Dambergs retained their seats on the University's academic governing body in the Student Union Elections on Wednesday. Ruffman piled up an early lead and never looked back while Dambergs had to stave off a determined bid by Brownlow to hold on to his seat. Final tabulations were not available in this or other faculty contests at press time but a poll by poll count of both the Senate and faculty elections will appear in next week's Gazette.

This year was the first time in which Senators have been up for election. Both will sit on the Senate along with incoming President Bruce Gillis in the 1969-70 term.



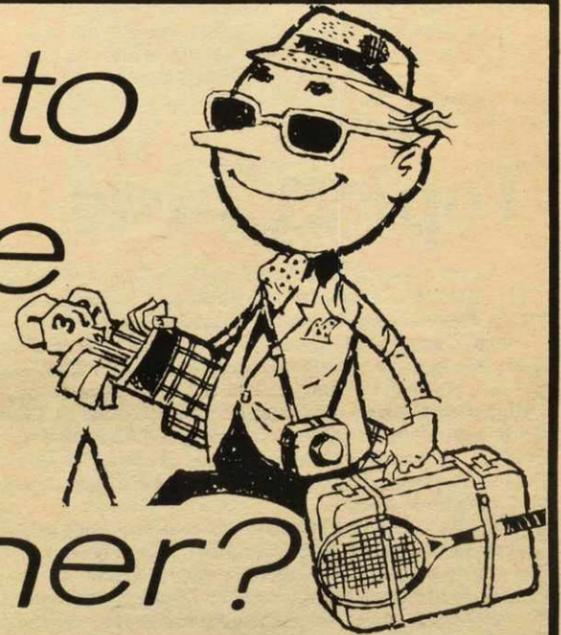
SMITH RAISES ARMS OF THE WINNERS

Election

Student Council Presidential Election

	Button	Cameron	Gillis	Goldring	Spoiled	Total
A & A Building	80	122	104	134	-	440
Chemistry Building	13	14	24	21	1	73
Dental Building	29	02	26	09	-	67
Dunn Building i)	15	38	22	24	-	99
ii)	21	37	26	17	-	101
Education Building	5	13	15	09	-	42
Howe Hall	43	44	107	28	-	222
Pharmacy	03	09	19	09	1	41
Shirreff Hall	45	19	65	25	-	156
SUB	34	75	25	55	-	189
Tupper Building i)	33	08	27	16	2	86
ii)	57	14	69	26	1	167
Weldon Building i)	16	0	10	0	-	26
ii)	59	07	84	07	-	157
Total	453	402	623	380	5	1863

Going to Europe this summer?



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 Sandy Lyth Steve Kimber

Summer Employment

Tough Summer Ahead for Students

By DAVID BLACK CUS SECRETARIAT

Students who found it difficult to obtain employment last year will find it even harder this summer.

The prospects for student employment are dimmer since last year's low. A number of economic realities reveal our position:

approximately 30-40% of Canadian students were effectively unemployed last summer

the overall unemployment rate has shown an unusual increase during the winter

there are no precise figures on student employment and no plans to handle the summer's rush on jobs this year

The Dominion Bureau of Statistics says 74,000 persons between ages 14-19 were unemployed last summer. This includes only part of all students seeking jobs.

In 1976-68 there were 237,000 undergraduates in Canada (DBS): add to this all graduate students and members of community colleges, technical schools etc., and the increase in this year's enrollment--there

just aren't enough jobs.

Manpower has no statistics on students entering the work force, when, for how long, etc. the government agency claims to have found 17,000 jobs last year once it had set up special services to handle the unexpected demand. (This figure includes such jobs as two or three hours a week cutting grass.)

Although last year's situation was described as unusual -- it was reported that some 2,700 women with BA's were unemployed in Toronto alone -- there don't appear to be any more opportunities opening up in 1969.

Coupled with increasing unemployment figures, summer student employment could effectively disappear.

The job shortage will force students to rely increasingly on loans and awards to finance their education. The loans plan was designed to supplement student summer earnings. If the amount of part-time and summer work has been permanently reduced, a new approach will have to be developed.

After combining the accent on student contributions, the generally low amount available in awards and the rising cost of living, a significant number of students may have to defer their education. In any case, the goal of the federal-provincial loans plan -- "to ensure that all who are capable can continue their education" -- will not be fulfilled. Unless a basically different stance is taken, a number of solutions appear possible:

(1) The loans-awards program be greatly expanded. This entails more money from already hard pressed government revenues. The money would have to come from increased taxes; though not necessarily from that tax base already overtaxed -- i.e. it is possible to increase taxes on a more equitable basis with the implementation of the Carter Report and a tax increase to larger corporations (specifically mining and oil companies).

(2) Implementation of mammoth summer work projects for students. This could involve a CYC - style program allowing students to work during the summer on various community projects and have this

credited toward increased financial aid at university. Again, money is coming from government funds, though with an input of real work on the part of the student and a contribution from community or private enterprise.

(3) Operation of universities on a tri-semester basis. This has certain obvious attractions (more students in less time; better use of basic facilities) but would require greater expenditure than an increase loans and awards. It would involve greater university operating costs and a simultaneous cut-back on student summer earnings (if they are in fact available).

(4) Governmental policies aimed at full employment -- the simplest and most obvious solution. Full employment is possible.

Canadians still lack many of the necessities of life (housing, food, medical assistance) and they can be supplied. The unemployed could be engaged in filling these needs if the government initiated the proper programs. And full employment policies, would automatically raise tax revenues.

However, any solution to the present student employment problem will only come about after pressure is concentrated on government (federal and provincial). Demands should centre about summer employment and loans - awards programs but should always take into account where the revenue is to come from to support new projects. Students can no longer afford to alienate that sector of the population which is presently overtaxed (those earning under \$10,000) and should integrate their demands with those aimed at a more equitable distribution of wealth in our society.

(One cannot ignore the federal government's tendency to continue hitting this particular tax base with the recent 2% surtax which drops on incomes over \$10,000.)

One thing is clear: the summer job situation makes it imperative that students not ignore the political implications of their present position nor be afraid to enter the political arena to act with others for long overdue governmental action.

"Grim" Locally

"Pretty grim" was the way Student Placement Officer V. C. Martell described the summer employment situation for Dalhousie students in an interview last week.

Martell cited the rapid increase in the number of students attending university--as well as the decline in the availability of semi-skilled and unskilled jobs (the two principal types of employment sought by undergraduates) as the cause of the current malaise.

Although he told the Gazette that this problem has been with us for many years, he indicated that this could be the "worst summer so far." Manpower officials have been meeting continuously trying to find solutions for the current problem, but have been unable to come up with any so far. Martell said that many students attending Dalhousie came from this area and obtained employment through their own contacts (friends and relatives), but he personally only knew of about fifty students who had found sure employment at this stage.

Many students go elsewhere looking for jobs because the pay scale in Halifax is not high enough to meet their needs and allow them to save enough to continue their education. "Most students are looking for between \$600 and \$700 in savings to make up the difference between the amount they receive in student loans (\$1340) and the \$2000 they need to cover their year. I think that that figure is a Conservative estimate", he added. More students have applied through the Manpower Office this year for jobs than in previous year, he said, mainly due to the publicity given the problem through the mass media. "Students are more anxious about their job possibilities now," he said.

The Manpower Office has available a list of all summer resorts in Canada hiring students and a booklet on job opportunities in the United States which are both available for students interested in such employment. For many students, the likelihood is a long, cold summer, and possibly an inability to further their education next year.

Topic: China

By SANDY LYTH

St. Mary's University and Dalhousie's Encounter group sponsored a very well informed seminar on modern China held in the Tupper Building February 14 and 15. The panel was varied: Mr. Hunter and Mr. Wylie lived and worked in China during the Cultural Revolution, Dr. Sun teaches a course at St. Mary's in Modern Chinese History, and Dr. Boyd a Political Science professor also at St. Mary's is a personal encyclopedia of facts about Asia, her history, troubles, and treaties.

Friday's films and discussion were concerned with education and culture in China, and Saturday morning the topic was her foreign policy. Those films showed the tests, experiments, and the explosions of her nuclear bombs during the past few years, and the tremendous influence of Mao Tse-tung on the thoughts and attitudes of the people of China.

The discussion afterwards brought out China's part and possible future role in Asian and world affairs. Some people in the audience voiced the fear of Chinese aggression in Asian countries primarily and then spreading to other parts of the world, but Wylie and Hunter agreed that such a move would be very unlikely, and cited previous examples where China could easily have influenced a situation and didn't, and also her policy up to now of non active intervention. Professor Boyd quoted facts about treaties and border incidents and interpreted them to prove that China actually had interfered and perhaps coerced less powerful countries into compliance with her wishes, but he was shot down on the grounds of mis-interpretation and irrelevancy.

Altogether, the conference was well received though it did not live up to some higher expectations, and with more knowledge on the part of the audience, could have exacted more from the panel.

The Carter Report: Its Effects

"What would be the effect if the recommendations of the Carter Report on taxation were implemented? The answers are quite straightforward:

- * We would have in Canada a much fairer tax system than at present based on ability to pay rather than privilege.
- * Most of the present tax-avoidance would be ended and the various tax loopholes eliminated.
- * Those in our society who have not been carrying their fair share of the tax burden in the past would be made to do so in the future. This would include corporations, especially in the mining, petroleum and life insurance industries, people who make a living from capital gains and stock manipulation, shareholders, especially foreigners.
- * If the Carter Report were implemented tomorrow on the basis of 1964 figures corpor-

ation income taxes would increase by \$532 million a year.

* Taxes would go down for most people in Canada, if the Carter Report were implemented. Families with income of less than \$5,000 a year would have their taxes reduced by an average of 10 per cent. Families with incomes between \$5,000 and \$7,000 would pay 7 per cent less. As for farmers, the best estimates are that their income tax would go down as well. In the area of personal income tax the reductions could be as much as 40 per cent with the greatest saving going to the lower income farmer.

The Carter Report is nothing short of a taxation manifesto - it should be adopted. If it were, then the ordinary wage and salary earner, together with the small farmer, would be better off.

from Canada Labour

Small Turnout For Blood Drive

By JANET MADSEN

Quota: 700 Pints Donations: 537 Pints
As Chairman of the Blood drive, I would like to thank each and every one of you who turned out February 11 and 12 to give your pint of blood. Because of our good turn out in the fall, (421 pints in one day) we decided to hold a two day clinic this time with the hope of obtaining 700 donations. However we received only 537 pints i.e. 11.7% of the total enrollment at Dal and King's gave blood. Needless to say, it is a VERY VERY small percentage of the student body and far short of the 25% obtained at other Maritime Universities. To that 11.7% many many thanks for your support and to all who helped out, a warm thank you.

FRATERNITY	Oct. 24	Feb. 11 & 12	Avg.
Tau Epsilon Phi	97.6%	100.0%	98.8%
Zeta Psi	50.0	37.5	43.8
Phi Delta Theta	23.9	31.3	27.6
Sigma Chi	8.7	44.9	26.8
Phi Rho Sigma	1.4	4.3	2.9
Alph Gamma Delta	0.0	4.0	2.0

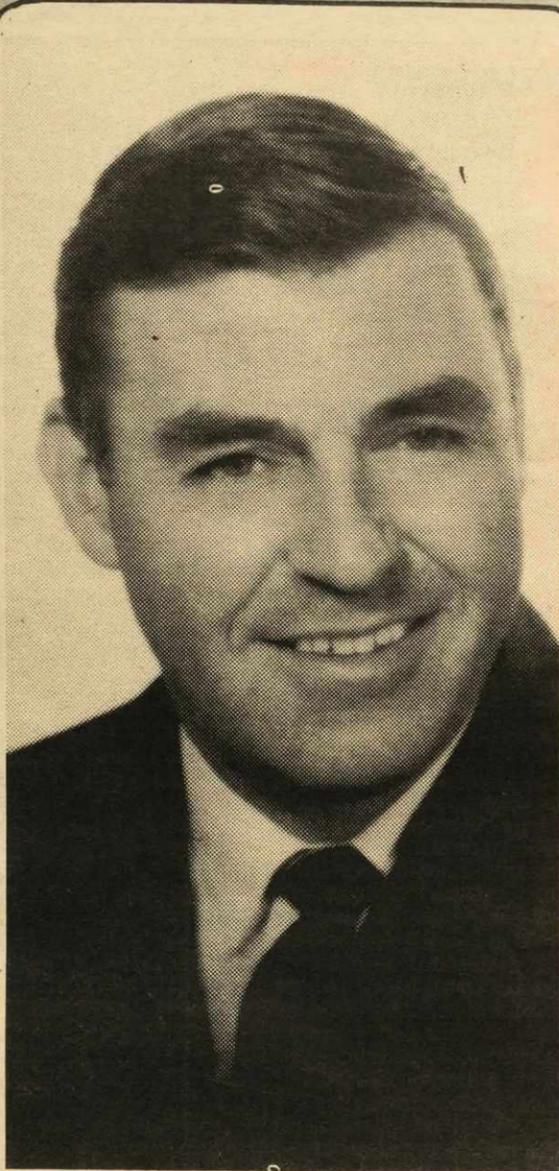
The remaining fraternities have neglected to send a list of active members and as a result have been eliminated from the competition.

RESIDENCE	Oct. 24	Feb. 11 & 12	Avg.
Eddy House (Shirreff)	29.8%	32.6%	31.2%

Henderson House (Howe)	26.0%	30.5%	28.3%
Cameron House (Howe)	22.6%	32.3%	27.5%
King's Men's Residence	23.3%	24.1%	23.7%
Newcombe House (Shirreff)	18.8%	23.1%	21.0%
Smith House (Howe)	19.2%	15.3%	17.3%
Pine Hill Residence	7.2%	21.7%	14.5%
Bronson House (Howe)	13.4%	9.8%	11.6%
Alexandra Hall	8.1%	11.1%	9.6%

FACULTY	Oct. 24	Feb. 11 & 12	Avg.
Physiotherapy	60.6%	69.7%	65.2%
Physical Education	12.1%	28.6%	20.4%
Science	16.8%	22.8%	19.8%
Commerce	15.7%	18.1%	16.9%
Arts	14.2%	17.3%	15.8%
Pharmacy	14.2%	13.3%	13.8%
Engineering	10.0%	15.3%	12.7%
Nursing	10.2%	14.7%	12.5%
Law	2.4%	9.4%	5.9%
Dentistry	2.1%	8.4%	5.3%
Graduate Studies	3.5%	4.9%	4.2%
Medicine	2.4%	4.8%	3.6%
Education	0.0%	1.4%	0.7%
Dental Hygiene	0.0%	0.0%	0.0%
Music	0.0%	0.0%	0.0%

Human Rights Legislation



Hon. James Harding

By CAROL BEAL

HALIFAX — a Bill intended to eliminate discrimination in the fields of housing, employment and property ownership was given second reading (approval in principle) in the Nova Scotia House of Assembly this week.

The amended Human Rights Act, when passed will "put teeth" into existing human rights legislation, according to Hon. James M. Harding Q.C., Minister in charge of Human Rights.

The new law will provide stiff penalties for discriminatory practices and permits the Human Rights Commission to more effectively enforce the provisions of the Act.

In an exclusive interview with Mr. Harding, the Gazette learned that although Nova Scotia had the first legislation in their field in Canada, it has taken over a decade for this legislation to be made even partially effective. "Over the past ten years we have been moving towards stricter penalties." First there was need for the government to endorse a policy with respect to Human Rights and having finally managed to do this, it was necessary to influence the community to accept it. "The government had to be wary of going too quickly before the members of the public were prepared to go along." Perhaps this explains why it took outsiders to point out the deplorable situation of human rights in this "progressive province".

Mr. Harding has been connected with the Human Rights Commission for five years during which time there has been only gradual change. The Department of Labour enforced the Fair Employment Practices Act for the Commission and the basic approach was through an inter-departmental committee on Human Rights. In addition, extensive efforts were made to support the activities of the NSCAAP.

This new legislation seems to go no further than the policies outlined by the Premier at the Human Rights Conference last December when some controversy developed over the appointment of Marvin Schiff. When asked why it took the government eighteen months to appoint a Human Rights co-ordinator the Minister replied "Through a process of elimination none of the applicants were ideally suited to the position even after a prolonged national advertisement campaign." There was a "conscious and sustained effort" on the part of the Government, because of the importance it attached to the position, to find the correct person. "In fact" said the Minister, "if I had not felt that Marvin Schiff was suited for the position I would have hesitated to recommend to the Government any person to fill the position."

When asked what role Marvin Schiff played in the formation of the new legislation, the Minister pointed out that the principles had been determined prior to Schiff's introduction to the situation. In fact, the Premier had made several commitments to the NSCAAP over the summer which were incorporated into the legislation, along with suggestions that Mr. Schiff brought back from the Ontario scene. The black community also had a say in the drafting of the legislation in the person of Mr. Gus Wedderburn, an influential member of the Human Rights Commission.

Although there are two areas of discretionary power in the legislation, (the Minister and the Justice of the Supreme Court) the Minister pointed out that the processing of complaints has not resulted in remedial action after the prolonged and somewhat lenient procedures of the present Act. "There must be a considered appraisal of the steps in the process and a new dimension must be added -- that of Ministerial Review. (The Minister has the power to impose fines up to \$500 on an individual and \$100 on a company. Compensation to the claimant is also set by the Minister. However, Mr. Harding wished to emphasize that the Commission will attempt to get the respondent to react without resorting to court proceedings. If the reaction is not favorable, "for every day there is an infraction, the process can be started over again." This would result in additional fines and compensation.

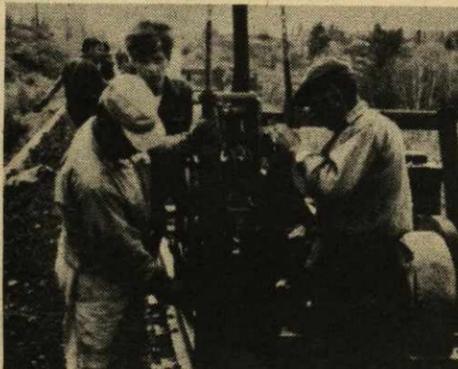
When asked whether the legislation was designed to protect specific minority rights or if it was aimed at helping the people who are being discriminated against, the Minister replied: "Specific minority rights. We took a very broad viewpoint instead of being negative and imposing prohibitions we decided we would adopt very general sweeping provisions with a large number of exceptions which would leave the matter open and subject to interpretation by Courts."

Commenting on the Gazette's request for the interpretation of the provisions regulating against discrimination in housing, the Minister said: "This applies (also) to individual rooms defined as single room accommodations in private dwellings where there are basic facilities; we do not however, want to legislate anything so personal as who a homeowner will have living in his home. We condemn discriminatory attitudes, but we uphold the principle of the privacy of the home."

If you feel this legislation does not go far enough, take positive action, write to your MLA.



In Frobisher Bay



The labour



At a Yukon Mine

The Frontier College

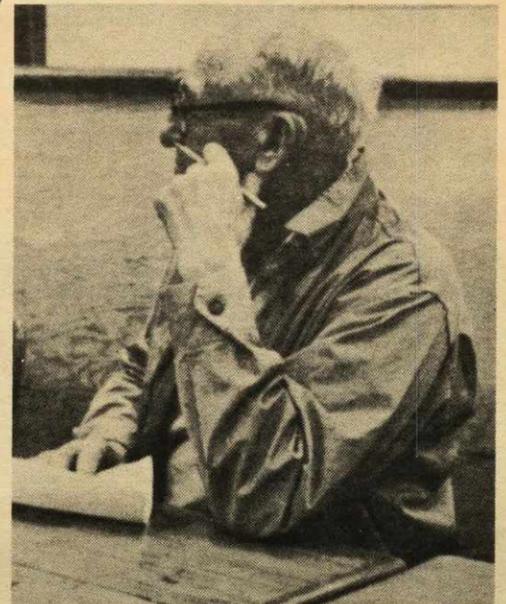
Looking for a summer job that is a little out of the ordinary that will provide a real challenge, and will bring a reasonable amount of monetary reward? Then try working for Frontier College this summer. Come to the recruiting session on Wednesday, February 26th, in the McInnes Room from 1:00 p.m. to 2:00 p.m., where the Frontier College film will be shown and interviews arranged.

What is Frontier College exactly?

It is an organization which arranges for college students to work as "labourer-teachers" on railway gangs, in mines and in logging and construction camps during the summer months. The "labourer-teacher" will work a normal working day with the men usually in a menial task of sorts, and in his spare time he will teach English, mathematics and other subjects as well as organize recreational and cultural activities. However, the role of the "labourer-teacher" is unlimited. He may well act as counsellor, social worker, friend, teacher and even translator, to what may be termed the forgotten men of Canada. The majority of men with whom the labourer-teacher will come in contact will range from the old or new immigrant to the man who has left home and a family to the hardened criminal. These are the men who will have the most to gain from the labourer-teacher and the services he can offer. The point to remember is that the labourer teacher is Frontier College in the community, and he will have to rely on his own initiative a lot of the time to get equipment and services which he may require. However the headquarters in Toronto will get anything you may want or will find someone who will supply the equipment to you. Frontier College will support the labourer-teacher through thick and thin. But it is up to the individual to do what he can on his own.

There are seventy students employed during the summer throughout Canada, from Newfoundland to Yellowknife. The labourer teacher will be paid an honorarium at the end of the summer, depending on the amount of money he can earn. Frontier College guarantees a minimum of \$1,000 take home pay for 16 weeks work.

If you are still interested in this challenging and want to find out more about Frontier College, come to the meeting on February 26th.



A Student



You Give The Ball To Me

Point and Counterpoint

"LET'S LET THE OTHER GUYS WORRY ABOUT THEMSELVES"

By A. WILLIAM SMYTH

The above heading for this article was a quotation attributed to myself, and out of context, it may seem a little selfish. The quotation was reprinted in the recent roll of toilet paper (some unspoken people prefer to call it the Dalhousie Gazette) which came out only 5 days late this time - surely a record!

At the time I made that statement, council was in the process of trying to decide whether we should side with the union or the Management at Goodspeeds Garage in Truro. What, may I ask, has that to do with us? What does the war in Viet Nam have to do with us? What do the Polish Seamen have to do with us? What does the Presidential election in the United States have to do with us? By 'with us; I mean the Student Council of Dalhousie University. Certainly it concerns us as individuals, but it certainly has nothing to do with the governing of the 4,000 plus students we have here at this University? In these matters, "let's let the other guys worry about themselves." We have enough problems of our own right here on campus to deal with which are far higher up the list of priorities.

What about the problem of CUS? Should we stay in it or not? What does it do for us? It costs us a dollar a head to belong, but all we get out of it are a bunch of ridiculous motions to support the N.L.F., and to pay to bring over some of these people to tell us their sad tales of woe. Rather than put up with a bunch of garbage like that, the money spent could in fact be put into building more accommodations for students. Do you realize that this coming Fall, there will be approximately 500 students without a place to stay? What is CUS doing about that? What are we doing about that?

You have people on this campus who have violated the laws of their native lands, and are now in the process of trying to assist their fellow countrymen to do the same thing. Are we concerned about this? No! But your student council at times wastes hours discussing matters of draft dodgers, illegal strikes, Black Power, and so on. The people who hold up council on these matters are the so called Leftists. I would simply prefer to label them as misfits. They really have no causes. Have you ever really listened to their speeches and dissertations on the evils of

Democracy. They really don't have a damned thing to say. As a matter of fact, if the normal, average, recognized citizen of today were to suddenly verbally agree with what one of these degenerates was saying, the latter would either shut up, or start arguing for the other (conservative?) side. These people have no cause other than to spend their wasted lives arguing for arguments sake. You may think I am full of hot air in what I am saying, but just try and do what I suggested sometime, and if you survive the shock, you will realize that these is a good deal of truth in my observations.

We have (and/or had) some of these people on this year's council, so I have had some experience with them. They act big, they act brave, they act bold, and they act as if they know it all, but after they have had their moment of glory by voicing a bunch of incomprehensible garbage while they have the floor, then their moment of glory slowly slips away. On two recent occasions, motions either introduced by or about these people were defeated. Their reaction, their mentality of three years old showed through as they sulked and stalked out of the room without attending the rest of the meeting, thus depriving their constituents of representatives on the student government body. These people are not there as private members, they are there to represent the people who voted them in, to speak for the general student body, and to run the student affairs of this University.

By the time this paper is published, there will be about two weeks left before nominations for next year's student government candidates close. I want you, as supposedly responsible people, to think carefully as to how you want the student affairs of this university run, that projects you want to see accomplished, and who you feel can truly represent you. We don't want another Simon Fraser, Columbia, etc. We have a good University, a good student body, a good faculty, and a university government whose ears are open and receptive to the ideas, suggestions, and problems of Students. **NOMINATE AND ELECT A RESPONSIBLE AND RESPECTED COUNCIL.** Get involved - don't just narrow yourself to the Commerce Representative. Look into the other faculties and help them select their best suited candidates as

well. Let's unite for once, and get rid of these long haired (and I don't mean Females) trouble makers. Let us show the outside world that we are responsible. I can't remember the exact source, but I recently read that the word 'student' in an official text was changed to read 'undergraduate', as it was felt that the word student had a sort of dirty or unfavourable connotation to it. That is us they are talking about. What about yourselves? How do you feel when someone asks you - 'What do you do?' I tell them I'm a student, but I wish they wouldn't ask me questions like that. Let's do something about it. Let's bring back the word 'STUDENT' into respectable useage. It's your move Joe. (The foregoing is reprinted from that astute journal of opinion, The Commerce News and refers to an article entitled "Student Council: The Year of the Big Grope" on page seven of the January 23 edition of the Dalhousie Gazette.) Its author is the officially appointed and supposedly impartial Treasurer of the Dalhousie Student Union.

Discipline Ceases

NEW YORK (CUPI) - The discipline committee at Columbia University has ceased all punishment taken against students involved in the Columbia revolt last Spring.

It ended probationary terms and erased censures of individual students.

Though Students for a Democratic Society hailed the action as "amnesty", one of their demands during the revolt, the committee said it was stopping all discipline because of "inconsistent punishment and delay in processing cases".

The committee ruled that students now under suspension may reapply for the coming session and that evaluation of their application be based on "the student's conduct during the period of suspension and his willingness to rejoin the university community". This group includes Mark Rudd, SDS Chairman and leader of the Spring action.

Which Brings Me To My Point

Dear Sir;

Mortified as I am by some of the protest movements, I must grant my condolences to this menacing minority. They have not made it clear exactly what they wish to protest but it does sound like a good idea to destroy all that is tangible in the field of education. They do have a point when they protest the actions of an alleged racist who had already been suspended by the "blue meanies" of the Senate. And, after all, there is precious little left to protest, little that is new and different at any rate.

The students at Dalhousie already have representatives on the Senate, a liberal curriculum, a fine SUB in which to exercise freedoms of speech and press, and the exalted ability to get the hell out if they don't like it here. We are indeed fortunate in the fact that if we don't like our professors, cost of tuition, the "blue meanies" of the Senate, etc., we can all go somewhere else.

All of which brings me to my point, I propose that instead of sending nasty telegrams, for which we might lose our positions, we organize a mass protest march to protest protests. We could carry blank signs, barricade all the empty closets and bare walls, throw debris at each other, and call ourselves the Protesters Protesters Protesters or we could all stay at home, separated from the

rest of the group and be called the Protesters of Institutions of Students Starting Extra-Curricular Riots Society.

It was in the light of the fact that the student protest movement has reared its vicious and destructive head so close to home lately, in point is the occupation at S.G.W.U., that I felt called to take up my pen to strike a blow for freedom from the establishment; the "Protest Establishment".

Editorial Note. . . In taking up his pen and striking so decisive a blow, Mr. Billard summarizes very eloquently the stand taken by those fortunate enough to be able to treat such issues as "cost of tuition" in a flippant manner. Those who feel the crunch of higher fees, poor housing, uncontrolled rents and many other forms of injustice and exploitation, and others who place devotion to ideals before material comfort and security are becoming increasingly vocal. Their demands for justice are slowly evaporating the marshmallow euphoria of the complacent, even at Dalhousie. They bring change and a new order - and we suggest that if Mr. Billard doesn't like it, he can "get the hell out and go somewhere else".

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Staff Discipline?

By BEV. YEADON

"Does the University have disciplinary measures for its own staff (in the same vein as the five man Student Discipline Committee) or are offenders left completely in the hands of external forces (i.e. police)?" is the interesting question that was brought up by student Senator, Bob Dambergs, at the February 10 senate meeting. Dr. Hicks overcame his shock at the audacity of the question and replied that dismissal was the only measure used against staff members. He also stated that before making such a move he would "have a talk" with the person. When Dr. Hicks had stopped chuckling at the absurdity of the question and the Senate members had closed their mouths (which had dropped open at the very thought of somebody disciplining them) the issue was quickly passed over.

Should it have been dealt with so lightly? It is the answer more than the question that points toward an important issue; should students have a say in the hiring, firing and perhaps even disciplining of their professors? To me the answer is obvious. It is the students who must sit through the lectures and whose passing or failing of a course could depend on the quality of its lectures. A good example of what can occur if students are denied this right is the recent dismissal of St. Mary's History Professor, Dr. Keith Sutherland who was allegedly fired

because he did not get along with the other professors in the department. The fact that most of his students considered him an excellent professor and one of the best lecturers was ignored because he was a radical wrench in the reactionary works of the university. This the Administration has not disproved.

Course Unions would help to alleviate this problem. Each student and professor in a certain department (i.e. Sociology which is pressing this issue now) would automatically be a member of the union and would have a collective voice concerning the employment of professors in that faculty. Only this way can students properly support good professors who may not get along with the administration and bring pressure to bear on those who are not serving the best interests of the students.

A LITTLE REMINDER

Senate meetings are open to all interested students and are held in the senate chambers, Arts and Administration Building, at four o'clock, the second Monday of each month. If you are concerned how your interests are or are not being served at Dalhousie, this is your opportunity for first-hand knowledge. A cry went up for open senate — where is everyone?!"



NOTICES

N₁

Order of awarding degrees at the Spring Convocation this year.

May 15

B.A.
B.Sc.
B.Sc. Engin. Phys.
Dip. Engin.
M.A.
M.Sc.
LL.M.
Ph.D.
B.Comm.

May 16

Dip. Physiotherapy
Dip. Nursing Service Administration.
Dip. Teacher Schools of Nursing
Dip. Public Health Nursing
B.Sc. in Pharmacy
Bachelor of Nursing
Dip. Education
B.Ed.
Dip. Dental Hygiene
Doctor Dental Surgery
Doctor of Medicine
Bachelor of Laws

N₂

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Political Move?

McGill Prof. May Be Fired

MONTREAL (CUP) - The McGill University administration has taken the first step in an attempt to fire activist political lecturer Stanley Gray. Tuesday, Principal H. Roche Robertson and Dean of Arts H. D. Woods handed Gray a letter advising him they were "satisfied that there is adequate cause to justify our recommending that you should be dismissed from the university."

At a press conference later in the day, Robertson refused to elaborate on the action but said the University Statutes allowed dismissal only on grounds of "immorality, inefficiency, or any administrative or other cause which in the opinion of its members (the university corporation) affects adversely or is likely to affect adversely, the general well-being of the university." Earlier Robertson described Gray as a man "highly respected by his colleagues."

Arts and Science student president Paul Wong said Tuesday he had been told by Woods that the dismissal was specifically related to Gray's participation in a disruption two weeks ago of McGill's first open board of governors meeting.

At that time, 150 students, including Gray, forced the board to adjourn after it refused to discuss student demands that it finance a student co-operative

housing venture.

Gray's department head, J. R. Mallory, was not informed of the dismissal before notification was given to Gray. Ironically, Mallory and the other members of the department had recommended before Christmas that Gray's contract be renewed and that he receive a promotion to assistant professor.

The next step in the dismissal takes place Thursday morning when a televised hearing will discuss the case. Gray will meet with Robertson, Mallory and another faculty member. The hearing, according to Robertson, will attempt "to settle the matter".

Gray said Tuesday he did not recognize the right of "a few guys" in the administration and board to "kick me out of the university."

He said the move was "clearly a political" one by the administration and an attempt to quash the radical factions on the campus.

At a rally Wednesday, over 1,000 students met to discuss the matter and though no decision was taken, the mood clearly opposed the administrative decision.



On the Ides of March, 44 BC, Julius Caesar, standing on the steps of the Senate, saw Brutus approaching. Assuming his friend would like a refreshing drink of ice-cold Coca-Cola, Caesar called out, "Et tu Brute?" meaning, "You want some, too, Kiddo?" Unfortunately, Brutus had flunked Latin, and, thinking he'd been insulted, immediately slew Caesar, speaking the immortal words, "Res melius evinissent cum Coke," a translation of which appears below.

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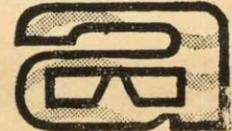
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Occupation Begins

WINDSOR (CUP) — Some 55 University of Windsor students seized the school's Theology department early Tuesday morning in a protest against non-renewal of a professor's contract. The students are also demanding a voice in faculty hiring processes.

Student discontent with the hiring policies sharpened two weeks ago when the theology department refused to renew the contract of D.W.D. Kelly. A demand by students for the reasons behind the move elicited a statement from his department head that university regulations prohibited revealing cause in such circumstances.

Kelly says he was rejected for causing dissension in the department and "not understanding departmental ideas". His department head, Rev. E.R. Malley, CSB, has admitted Kelly's offences were non-academic.

When a second petition a week ago to the school's administration failed to produce any further clarification, the students moved into the theology department.

They marched in with sleeping bags, food and cameras and chained the doors behind them. They said they would remain there until the following demands are met:

- * Equal student-faculty representation at the department level
- * Open meetings at all levels of university government
- * Amnesty for the occupiers.

The administration responded Tuesday by charging "widespread misunderstanding and misrepresentation with respect to the facts."

The student council voted 14-2 Tuesday afternoon to support the occupation, though most of the school's 4200 students have remained uninterested in the affair.

The Windsor police, when contacted, said they would not intervene unless asked to by the administration. By late Tuesday afternoon, the administration had not decided on any action. They did issue a news release on university hiring and firing policy, reasons that these decisions remain confidential and courses open for appeal of decisions.

THREE STARS

1. Tom MacDonald
2. Mike Gardner
3. John Shayer

Hockey Tigers Win and Lose

By ED LAPIERRE

Tom MacDonald's goal at 7:10 of the first overtime period earned Dal Tigers a 3 - 2 victory over St. Thomas University Tommies in the MIHL game last weekend.

The Tigers, a fired-up team after their last victory over second place St. Mary's Huskies continued to play that kind of hockey that will make them contenders in the 1969-70 season.

Mike Gardner evened the score on a set up

from Shayer and Quackenbush. John Shayer sent the Tigers into the lead at 7:53 of the second period on a pass from Pineault. St. Thomas then tied the game in the third frame to force the overtime session. MacDonald then wrapped it up on a pass from Gardner and Harlow.

In Sunday's clash with St. F.X., the dethroned X-Men rallied for five goals to dump the Tigers 5 - 2. Scoring for Dal were Tom MacDonald and Nick Murray.

Wrestlers Gain Tie

By ED LAPIERRE

Dalhousie Tigers wrestlers, coached by Dr. Conly came off the mat with an even score against Memorial University Tanglers last weekend in Newfoundland. The Tiger team were baffled by the Newfoundlander's social generosity, but not by their wrestlers as they tied the perennial MIWA champions.

Randy May, wrestling in the 169 lbs. division won both of his matches, one on a decision and the other on a pin. Angela Carnacchin, wrestling in the 160 lbs. division against a third ranking Canadian champion tied his first match and won his second.

Hugh Nicholson won both his matches on pins in the 177 lbs. division. Dan Fawcett (123 lbs.) and Ken McDougall (145 lbs.) showed great wrestling ability as they tangled in close matches before being overcome by the more experienced Memorial tanglers.

Coach Conly was satisfactorily emphatic about the team's performance at Memorial's Winter Carnival weekend and looks for a winner in the 1969-70 wrestling season.

JUDO

Last Saturday, February 15, Dalhousie's judo club won the Maritime Intercollegiate Judo Championships. The team consisting of Eric Corkum, Bob Johnson, Buzz Smith, Rick Davies, and John Underwood won a total of 13 of their fifteen fights, de-

Three to McGill

John Dunphy (123 lbs.), Angelo Carnacchin (152 lbs.) and Hugh Nicolson (191 lbs.) earned the right to represent Dalhousie University at the Canadian Intercollegiate Wrestling Championships at McGill University in Montreal from February 27 to 28.

The Dal team captured second place with seventy-seven points. Dunphy collected 3 wins, Carnacchin had two pins (the first in fifty seconds), and Randy May with two (the final being a tough, exciting duel against the 1967 Canadian Winter Games Gold Medalist.)

Don Fawcett, Bill Rankin, and Jim Margalian placed second while George MacKenzie, Gerry Smith, and Hugh McRitchie held down third spot.

The final standings were:

Memorial	92
Dalhousie	77
St. F.X.	25
S.M.U.	14

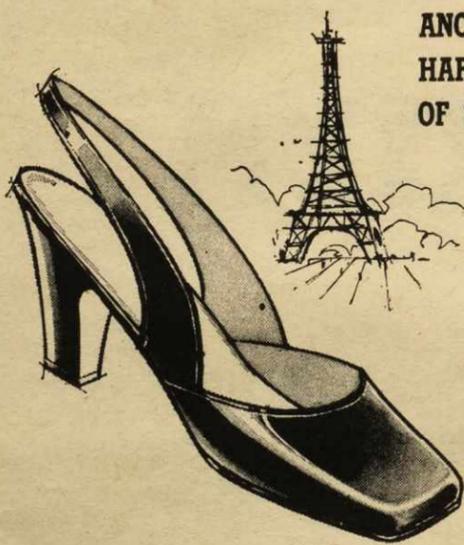
All in all, it was a successful weekend.

feating Memorial, Acadia, St. Francis Xavier, University of Moncton, and St. Mary's. Dal has had a fairly consistent winner in the past, but last year lost out to St. F.X.

Back up men for the team were Mike Kroeger and Norm Dimmock.

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- I.S.A. Final General Meeting
- 9:00 P.M. McInnes - Pharmacy
Society Annual Ball
- Sat. Feb. 22 - 8:00 P.M. - Basketball
Dal @ S.M.U.
- 9:00 P.M. - McInnes - Law Society
Annual Ball
- 9:30 P.M. - Cafeteria S.U.B.
German Society Fasching Ball
- Sun. Feb. 23 - 7:30 P.M. 3rd Fl. S.U.B. - Folk Mass
- 7:30 P.M. - McInnes S.U.B. Films -
50¢ with I.D. card
- Tues. Feb. 25 - Hockey - Acadia @ Dal 8:00 P.M.
- Wed. Feb. 26 - Basketball - St. F.X. @ Dal 8:00 P.M.

Compliments of
OLAND'S BREWERIES

Young People!



1969 is yours

Yes! 1969 belongs to the young people of Halifax-Dartmouth and Eaton's brings to you bright exciting happenings all year long. Happenings you'll never forget, happenings you'll want to be part of. It's a Youthquake, and it is a year-long blast. Fashion shows, contests, demonstrations and recording artists, and many, many more

First Event:

“Youthquake”

Saturday, March 1, 8:00 p.m.

Q.E.H. Auditorium

Admission: \$1.00 per person