

We hope you like Dalhousie.

## University costs today

# Most students face problem of financing an education

By CAROLE HENDERSON

What expense is involved in attending university, today?

What sources of financial aid are available to potential university students?

Education costs are rising annually, and the problem of financing under-graduate training faces a major proportion of young people on Canadian campuses presently.

The cost of a year at university varies greatly as to which university and which faculty in that institution you plan to enter. Tuition fees at almost all Canadian universities have been constantly increasing for years now despite frantic attempt by students to "freeze the fees". In 1965-66, fees in the Faculty of Arts and Science at Dalhousie will be \$600 - giving Dal, the dubious honour of having the second highest fees in Canada (next to Mount Allison). Depending on the university and the faculty, tuition fees will range from \$450-700.

Books and equipment are always a great expense-\$75-100 is a very conservative estimate - again depending on your course and just how keen you are about obtaining "suggested" but not "required" books. To live in residence usually costs between \$650 and \$750 depending on the university and whether you have a single room will cost about \$8-10 per week, with food bringing the total to \$20-25 weekly. By sharing an apartment with several other students, expenses can usually be lowered. However, it should be noted that some universities have a clause in their calendars like the one in the Dal calendar saying, and I quote "All women students not living with parents or close relatives must live at Shirreff Hall" - women beware.

Adding transportation, clothing, entertainment and other incidentals (entertainment is not incidental) the grand total rapidly approaches \$900-1000 for a student who lives at home and doesn't pay board and \$1500-1800 for a student who lives away from home.

This sounds like a fantastic amount. However, there are 5 main sources of this income:

1. parental assistance and other gifts
2. student earnings
3. scholarships
4. bursaries
5. loans

Discussing these in order - A main source of income for university students is often that of family assistance. Statistics from the Dominion Bureau of Statistics show that the average yearly family contribution is \$500-700. This rate naturally depends on the family income. Often families cannot afford any contribution to university education. This fact alone formerly would discourage a potential university student, but now there are other sources of monetary assistance available.

The average summer savings for students amounts to \$400 yearly. Part time jobs during the year also play a role although a minor one, and it is

MOST definitely better if the student does not have to work during the university year. Contrary to popular belief, attending university is, in itself, a full-time job - a job that requires a great deal of attention and effort, with corresponding returns for successful workers. Only one student in five works at a part-time job, and the average earning is about \$200 for the year. Working during the Christmas vacation can also be a source of \$50-100. However, in contemplating part-time or Christmas holiday work, a student should consider whether he isn't cutting his own throat. You'll generally find that vacations are required for just that purpose - a holiday. It is truly the exceptional person who can go through university, work part-time, work during all vacations and still maintain good marks and his sanity.

Therefore, we justly say that a student can contribute \$400 or more yearly to his university education.

Next on the list are scholarships, which due to their emphasis on high marks are limited to the top grouping of students. There are many individual scholarships given by the different universities and many organizations as entrance scholarships. By writing to the Registrar of any of the universities in which you are interested you will receive complete information. Dalhousie offers N. S. Entrance Scholarship ranging in value from \$100-600. Be sure to do this. Apply for anything and everything you have no chance if you don't and at least some chance if you do.

The next point, there are many bursaries available at many institutions, U.B.C. for example, the bursaries are not all given out every year due to lack of applicants. In awarding bursaries, the financial position of both the student and the parents are taken into account. They are not scholarships, nor charity, but rather, a cooperative effort between the university, the students and the parents - a gift of money to deserving students - students who have average marks and could use the money. Bursaries generally offer \$100-500 per year, with the average grant \$250, and standing is maintained. Again be sure to check the Calendar of the Universities in which you are interested for the bursaries for which you may qualify.

The final source of income is a loan. Students should not fear borrowing, as there is nothing against which a person can borrow with such confidence as his education.

The loan plan just instituted by the Federal and Provincial governments last year for Canadian students should receive special consideration. This plan makes bank loans of amounts up to \$1000 per year to an aggregate of \$5000 available to students. This money can be used for study in ANY Canadian University and many technical colleges, in ANY field, and the best part is that interest on these loans doesn't begin until 6 months

## From school to university

# Diversified university program will require wise planning of studies, extra-curriculars

By DR. H.B.S. COOKE  
Dean of Arts and Science

There is a popular belief amongst young people that education is a process that is inevitably bound up with the presence of teachers and the comforts of classroom life. Of course it is obvious that the presence of teachers makes it easier for the student to receive direction and guidance - indeed, the teacher often subjects the pupil to a good deal of pressure to try to make him learn - but in the long run all education is really self-education. It is not the teacher who gives you knowledge but you yourself who absorb knowledge made available to you. If you are interested, you learn easily; if you are not interested you will learn badly, and it is even possible that you may not learn at all. If you want to learn you can develop your talents to their maximum extent and those who go farthest in life are those with curiosity and the drive to improve their understanding of the world around them.

Education is not just something that is inflicted upon you in a massive dose between the ages of five and twenty-one. It is a continuous and developing process which starts when you are born and goes on throughout

your active life. Leaving school or leaving the university is not the end of education any more than entering school, or entering university, or beginning a career is the beginning of education. These are just landmarks along the road, places where the environment happens to change rather suddenly, sometimes cliffs that have to be climbed. You climbed one such cliff when you learned to walk instead of crawl, another when you learned to speak and put thoughts into sounds, a third when you discovered how to read. Education took you across these barriers through your efforts, made easier for you by the guidance of your parents, your teachers and your friends.

For many of you, entering the university brings you face to face with a cliff which you must climb. This cliff seems high and almost insurmountable to those who have done very little for themselves during the school stages of the educational process, who have been pushed and pulled and pounded into acquiring knowledge almost in spite of themselves. The cliff seems low or almost non-existent to those who have used their own initiative in learning, who have sought information for themselves, and who have taken advantage of the stores of knowledge and skills placed at their disposal by books and by teachers. Your attitude to learning, your discipline of yourself, the orderliness of your habits, determine the height of this cliff and the ease with which you will surmount it.

The main difference between school life and university life is in the amount of specific direction and discipline involved. At school your life is ordered and your whole day is filled with directed activity. You are assigned homework to do and the teacher checks that it has been done. If



Dean Cook enjoying himself at the Science Ball.

it is not done you may be punished. You look upon examinations as specific objectives, as if passing an examination had some magical property which made it important in itself. You complain if a question is asked that is "not in the book," as if all the knowledge that is worth while is contained in just that particular book. You tend to seek knowledge mainly in order to pass examinations and not to acquire learning for its own sake.

At the university life is very different. Your timetable of lecture classes may represent no more than twelve or fifteen hours a week during which you are facing a blackboard and a lecturer. If you are absent no one will tell your parents or try to compel you to return. The classes are there for your benefit, to give you the opportunity of building into your system the knowledge which will enable you to make a success of your life.

The many hours of time not spent in the classroom are at your disposal so that you may devote yourself to study for your own benefit. The campus has a large library but no one will compel you to enter it or to read. It is a storehouse of wisdom greater by far than the capacity even of your best university teachers; it is there for you to use or to ignore. The choice is yours. Because you are accustomed to specific assignments at school, many of your university teachers will give you assigned work to do in your early years because they believe that you are so "conditioned" to it that this is the best way to ensure that you do some work. But if you ignore the assignments it is your loss, not theirs; it is your future earning capacity and value as a citizen that is at stake, not theirs. Your professors will not try to help you to predict what the questions in an examination may be, for this is not the purpose of examinations. The tests are there to provide a basis for judging how fit you are to progress up the ladder of study to more difficult and demanding tasks. You will be expected to have read books that are not prescribed by your instructor but which have been found by you through your own efforts to gain more benefit from your studies. You may disagree with your professor, argue with him and defend your views by reference to works you have studied on your own. Discussion and argument are the means whereby learning or knowledge becomes wisdom.

The essence of this difference between the regimented life at school and life at a university is the freedom that is yours in the university environment. You must take care not to abuse that freedom; not to allow liberty to become licence, for there are many temptations to divert you from your studies! When you graduate, the degree certificate will get you your first job. From then on your progress does not depend on the certificate but on what you know, how you think and reason, and how you get on with people. If there are serious gaps in your background, they will let you down. You should try to derive the maximum benefit for yourself from the wonderful opportunity that the university provides in putting at your disposal a vast wealth of information, skilled people to help you in your studies, and intelligent fellow-students with whom to discuss things so that, through discussions, you may sharpen your wits. The university is a community of scholars and much of its value is in contact, discussion and mutual stimulation between professor and professor, between professor and student, and between student and student. You must join this band of scholars to be one of them, to make your contribution as well as to derive benefit from your association.

To be a scholar does not mean that you have to devote all your time to study. You must have fun, too. You should try to take part in the physical activities of the campus as much as you can afford to do without detracting from your academic purpose. You know the proverb that "all work and no play makes Jack a dull boy"; there ought to be another one that "all play and no work makes Jack a quick drop-out".

The school environment, alas, does not always provide the kind of training in self-education that becomes so important at the university, but there is a lot that you can do to prepare yourself for college. First and foremost is the cultivation of self-discipline so that you do what you know you ought to do at once, not putting it off to some future "more convenient" time (which often never comes!). Learn to work with concentrated effort, not just sitting in front of a book while your brain is playing the top ten tunes on the hit parade. Above all, learn to use books and libraries as sources of information and find out how best to locate the references that you need; your teachers and your librarians will give you guidance. Try to read books on subjects related to those you are studying so as to enlarge and consolidate your understanding of the broader issues, not only the details in your prescribed text. When you find a hole in your background knowledge, try to plug it by finding the missing information for yourself. Improve your vocabulary and use of language, for language is the medium through which ideas are communicated; your understanding is limited by your language capacity. No matter how clear an image you may have in your mind, you cannot convey it to others (including your examiners!) except through language. Read books more of the time than you watch television or listen to the radio. When you find a word you do not know, find it in a dictionary. Teach yourself how to gain access to the vast storehouse of learning that is available in books. Learn how to learn. With a disciplined and tidy mind and with the knowledge of how to seek information that you need, there will be no great cliff for you to climb in order to enter the community of scholars at the university. With a well-planned work schedule you will also have lots of time for the many non-academic activities of student life.

## Dalhousie offers varied student social program

By MIKE NIHILL  
Dalhousie University

Arriving on the Dalhousie campus a new student realizes that one of his biggest assets is his independence. He no longer is badgered and prompted by parents at home, but is now a young adult and must be able to allocate his time properly between studies and social.

Socially, the Dalhousie campus has a great deal to offer any student.

In the fall, the highlight is the fall festival, better known as

"Homecoming Week". There is usually a ball and outside folk entertainment.

Moving on to the winter scene, the high point is "Winter Carnival" which this year lasted for a four-day period, Thursday, February 3rd, to Sunday, February 6th. We saw such major events as the Ice Frolic in the Dalhousie rink, Hawaiian Holiday ball at the Nova Scotian, where there were 850 people in attendance using both Commonwealth and the Atlantic rooms. A Go-Go band and a Waltz band, gave

everybody a very enjoyable evening. Saturday we revived the Black and Gold Review which is a variety show inviting all talent on the Dalhousie campus to take part. We finished off our Winter Carnival program with the Brothers Four, an internationally renowned folk group.

The major event which closes out the social activities is undoubtedly the Student Council Ball which is usually held at one of our two hotels in town. This is a ball sponsored by the Student Council and is free to the student body.

# Campus chiefs assess Dalhousie University program

## University is "leader in community" says President

## Campus activities train students to be citizens

By DR. HENRY HICKS  
President  
Dalhousie University

The university, by its very nature, is a leader in the community. Its teachers, specialists in all manner of subjects from ancient history to nuclear science, are already leaders of tomorrow. Its payroll performs a not inconsiderable task in helping the community's economy. Its mere presence, with all its academic, cultural and scientific activities, adds prestige to the community.

In short, the university is a beneficial asset. It is also an essential institution in society, and its importance is growing daily.

By the process of education, our society is creating its future. Education, an everyday sifting process that requires considerable thought and a great deal of conviction - "thought", as one educator puts it, "to distinguish the grain from the chaff, and conviction to make the separation" - and is clearly related to individual opportunity. Everyone should know of the materialistic, the tangible benefits conferred on today's college students. And everyone ought to know that people not given a higher education face staggering handicaps undreamed of not too many years ago.

Our society of rapidly advancing technology is demanding people with more knowledge, more formal education, more training, and more skill. The demands are



President Hicks

increasing at a frightening rate. That our young people recognize this is evidenced by the urgency with which increasing numbers are seeking a better education. A free society must not fail to provide the facilities needed to educate these future citizens in a voluntary system, so that they can successfully compete with people educated under stricter control and the compulsive arrangements obtaining in a totalitarian society. But the problem of providing higher education is multi-pronged. Already, universities are turning away qualified students, and as the demand for education grows, so do the problems. Of course, society is much that the majority of young people

at university-entrance age will not go on to the universities for higher education. Indeed, it would be wrong to insist that every youngster should have a university education; if we did, we would have a world full of professionals and others, most of whom would be without jobs suited to their education and training.

Indeed, the modern technological society in which we live requires an ever-increasing number of persons trained outside the universities, to perform the many specialized tasks required in a highly industrialized society. The artisan, the machinist, those who work in the automotive trades and the electronic service industries, perform just as important and vital roles as many university graduates. Many persons who have the particular skills and capacities to succeed in such activities would only be frustrated at attempting a university education, and our society must acknowledge their status and their importance, just as we acknowledge the status and importance of professional people and university graduates in general.

Thus, as Canada grows economically and industrially, we require ever-increasing numbers of trained men and women, both in the universities and in other institutions. The problem is, no doubt, a never-ending one, and notwithstanding our best efforts, our universities are still not expanding rapidly enough, even to meet the most conservative forecasts of future needs.

In recent years taking part in Student Government on the University campus has become a meaningful experience and invaluable asset in rounding out any student's education. Student Government in many universities such as Dalhousie is very much more than merely organizing dances, pep rallies and writing columns for the campus newspaper. Rather it is now an experience working as a citizen in a community, operating student organizations that have budgets of tens of thousands of dollars, and working with university officials in the operation and future expansion of the University.

Working in student activities in High School, the Church, and the Y.M.C.A. is wonderful experience for future participation in Student Government at the University level. However, make no mistake about it. Student Government at University is many times more important and the responsibility which a student leader shoulders is sometimes quite onerous.

At Dalhousie it is our feeling that participation in Student Government is not merely a training experience for future careers but more important it is the fulfillment of one's role as a citizen in his community. It is for the latter reason that student leaders have voiced their concern and their opinions about such important questions as the financing of higher education (and more particularly, Student financial aid), the policy of the Government vis-a-vis the Canadian Indian, and the



President Shaw

Canadian Government's attitude towards the war in Vietnam. These issues are not outside the realm of student interest but rather are the very issues on which we, as educated citizens, have a duty to make our opinions known. It would perhaps be of interest to mention a few of the more tangible projects which the Dalhousie Student Government carries out in the run of a year. We sponsor the Student Housing Bureau which has a full time staff working all summer in an attempt to find suitable shelter in the City of Halifax for students attending Dalhousie. Bi-annually we hold an enormous Open House Program whereby all the citizens of Nova Scotia and particularly High School students are invited

to tour the University for a day. Each Department of the University and the many activities that occur in University regularly. Then too, we hold an Orientation Program for freshman students at the beginning of their freshman year. Orientation Week consists of series of lectures which Freshman students may attend to help them decide what subjects they would like to study while at University. The week also consists of many "fun" activities enabling the student to fraternize with his fellow freshman and get to know other students on the campus before he settles down to the day-to-day routine of university lectures. These are but a very few of the activities which Student Government at Dalhousie carries on.

Every student has an opportunity to participate in the activities of the Union. Fall Festival and Winter Carnival provide an outlet for the budding entrepreneur. The Gazette is a haven for future journalists, and even the Council has, at various times, served as a proving ground for future politicians.

The Dalhousie Student Union which is the organization to which all students belong has an operating budget with a total expenditure of approximately a hundred and sixty thousand dollars which gives you some idea of the size and importance of Student Government in the University. We hope that if you decide to attend University, whatever institution you choose, you will realize your interest in Student Government.

## THE UNHEALTHY UNIVERSITY

By PROF. A.S. MOWAT  
Head, Dept. of Education

There is without doubt a great difference between life at school and life at university. This is sometimes expressed by saying: "If a student fails in school, it's the teacher's fault; if a student fails in university, it's the student's fault". Like all aphorisms this is of course exaggeration. But there is a kernel of truth in it. On the one hand an important factor of the teacher's job in school is to prepare pupils for the external examinations of grade XI and XII and his worth tends to be estimated, at least in part, according to the number of students he "gets through" the examinations. He generally knows his pupils intimately, feels a real responsibility for them and is sorely tempted to spoon-feed them to make sure they pass. At university, on the other hand, the student is highly unlikely to encounter any spoon-feeding and it is very improbable that his first year instructors will get to know him with any intimacy, partly because, unfortunately, first year classes tend to be large, and partly because, while a student's last year in high school is usually the culmination of a stay of some years in the same school with many of the same teachers, at university he is an unknown, a mere "fresher", still wet behind the ears.

So the "fresher" at university has a problem. It is a problem the difficulties of which could no doubt be mitigated by closer con-

nections between high school and university, but an unavoidable problem none the less. The transition from high school to university marks a clear step in the student's education, and we cannot make it otherwise even if we would. For at this point, though he still operates under some guidance and under the control of rules and regulations, responsibility for his own education unmistakably passes over from others to the student himself. No one any longer is going to push him on or pressure him into work; no one any longer is going to cajole or threaten. It now becomes HIS responsibility to attend classes with regularity, to hand in assignments, to spend sufficient time in preparation and study (and, let it be added, to allot a modicum of time to sports or amusement). And nobody is likely to lose much sleep over him if he neglects his responsibility. Further, it now becomes the student's duty, with, let us hope, some guidance, to discover where his own abilities and interests lie and to follow them up and develop them, no easy task when one remembers that the university offers instruction in more than twice the fields offered in high school.

It is not surprising that some "freshers" fail to face their problems and that others who DO face them find life difficult. But do not forget that the reward to be gained is priceless, self-development, self-knowledge and a self-confidence not misplaced.

Once again Spring is upon us and the time has arrived for your public spirited elders to begin the "stay in school" campaign. You probably expected that the Gazette would editorialize in this high school supplement about the great advantages of obtaining a college degree. Wrong again!

In our opinion the usual "stay in school," "go to college" campaigns are nothing more than hypocritical noises made by the "pillars" of a society that has forgotten about the real concept of the university.

Most of you undoubtedly would like to go to university. You have been told, and told and told, ad nauseum, by your teachers, your Principal, the School Board, the radio announcers and countless guest speakers, that the way to get ahead, to make more money in our technological society is to have a university degree. To put it bluntly, you have been told that you won't belong to the elite, you'll be a second class citizen if you don't buckle down and get into college.

Well, some of you know damn well that no matter how hard you

work you'll never make it. Your parents don't have the money to pay university expenses, and you aren't quite smart enough to win the big scholarship necessary to support you during college.

But probably you've been bullied into accepting this as the natural order of the world, and into believing that you are, in some way, inferior to your college bound classmates. Don't fall for it. A lot of you are a hell of a lot smarter than the majority of the people presently enrolled in our institutions of higher learning. More important, these institutions are for the most part, churning out IBM people, regimented conformists who have memorized their way to a degree.

And now we are speaking to all of you including those of you who will definitely be registering at university this fall or in one or two years. For you are entering upon an unhealthy institution, a university that has failed to recognize itself as a community in which all elements, administration, faculty AND STUDENTS learn together as partners. You are entering upon an institution that is undemocratic where thousands of qualified and intelligent

young people are denied admission because they had the misfortune to choose the wrong parents.

University is, hopefully a challenge. Not simply because of the work that must be ingested (although that is naturally important) but because the next few years will require all of us who are involved with it to reform it, even revolutionize it. Essentially the Gazette believes that the University must be given back to the students, and the students must give the University back to the community. We'd like to see all of you who can beg, borrow or pay your way in, join us in the fight.

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### Revised curriculum announced

## Academic program changes follow Grade 12 entrance requirement

By JANET GUILDFORD  
Gazette Staff

Students admitted to Dalhousie next year will be required to have their Senior Matric. This necessitates adoption of a new curriculum of study.

These new regulations will not apply to students presently attending the university, but will apply to everyone entering after September, 1966.

Under the present draft the subjects are divided into four groups. Group A contains French, German, Greek, Latin, Russian and Spanish. Group B contains

Classics, English, History and Philosophy, Group C, Economics, Political Science, Psychology and Sociology, Group D, Biology, Chemistry, Geology, Mathematics and Physics.

A general degree may be obtained in three years and an honors degree in four.

A General BA will include 15 courses. A Freshman must take one from each year plus one option.

In addition, he is required to take English in the first or second year. Any student who has passed a Science in Grade XII will not

be required to take a subject in Group D.

In the second and third years, ten more classes are to be taken and six beyond first year courses, in two subjects, one to be designated as a "major" the other as a "minor" plus four options in other fields.

The first year Science students must take two classes in Group D, one in Group A, one from B or C and one option. In the second and third years the remaining ten courses are divided as six beyond the first year level in a science, plus four

others which should be non-science. Psychology is now to count as a science for this purpose. He must take one class in Math, one in English, one in another language and at least two other non-science courses.

Commerce freshmen will be required to take two Commerce courses, English 100, Economics 100, and a science course if they do not have a credit from High School. In second year they must take two more Commerce courses, Economics 200, a course in Political Science and either Math or Philosophy. In third year they must take four courses in either Economics or Commerce plus one option.

## 3,700 enrolled at Dalhousie this year

TOTAL MALES IN RESIDENCE	513		
TOTAL FEMALES IN RESIDENCE	325		
FACULTY BREAKDOWN BY SEX			
	MALES	FEMALES	TOTAL
FINE ARTS	0	5	5
EDUCATION	51	93	144
ENGINEERING	159	4	163
COMMERCE	244	16	260
ENGINEERING-PHYSICS	22	0	22
SPECIAL	3	2	5
ARTS	418	531	949
SCIENCE	579	196	775
LAW	166	10	176
MEDICINE	298	28	326
POST-GRAD. MEDICINE	71	9	80
DENTISTRY	95	3	98
DENTAL HYGIENE	0	19	19
GRADUATE STUDIES	279	86	365
NURSING	2	204	206
PHARMACY	61	41	102
PHYSIOTHERAPY	0	32	32
	2448	1279	3727

## Dalhousie Politics

By JUDY TULLOCH

University training provides more than academic development. It aims to produce an individual who is aware of, interested in, and informed about all facets of life and society. Consequently, politics, which has so great an influence on our lives, is not neglected on campus.

At Dalhousie, all three national political parties - Liberal, New Democratic and Progressive Conservative - are represented by active clubs.

For students interested in politics, the highlight of the year is Model Parliament and its elections usually held at the end of January. Unfortunately, this

enthusiasm is not shared by the general student body, and, in this year's election won by the Liberal Party, less than 700 students of the total eligible enrollment of 2500 voted. Consequently, members of all the parties are always eager for new ideas which incoming students may be able to contribute.

In past years, there has been a belief that the student wings of the parties have little influence on the policy-making at the Federal level. This, however, is no longer true, for the leaders of our parties are aware that from the university campuses come not only the voters of tomorrow, but the leaders of tomorrow.

### Student leaders '66-'67:

## Sixty student organizations involved in campus program

By JOHN YOUNG,  
President Elect  
PETER CRAWFORD,  
Vice-President Elect.

The Dalhousie Student Union will enter on one of its most vital periods of activity during the 1966-67 academic year. This session will see the start of construction on the new Student Union Building which is scheduled for completion in September, 1967. This building will bring to Dalhousie Students the finest possible facilities for student activities. It will contain in addition to cafeteria facilities, a fully equipped hospital, a theatre, and offices for all student organizations. This project brings to fruition the planning of many people over the past few years.

Sixty student organizations are affiliated either directly or indirectly with the Student Union. Dalhousie students can occupy their spare time with a myriad of activities ranging from dramatics to sports. These activities are supported either completely or in part out of union revenues and in most cases do



JOHN YOUNG



PETER CRAWFORD

not involve any additional cost to the student.

Many people wonder upon entering Dalhousie exactly what is the Student Union. It is an organization composed of over three thousand Dalhousie Students. Each Spring these students elect a representative Student Council of twenty-one members to conduct the business of the Student Union throughout the year. Meetings of this council are open to

all Dalhousie Students, who have the right to make their feelings known to the council at any time, by bringing their problems before the weekly meetings.

The Student Union office which is located in the Arts Annex, at present, is open five days a week and students are encouraged to come to the office at any time with questions and problems concerning student government and activities.

## Student assuming responsible role

A new concept is evolving of the University student. No more is he seen as a book-worm wearing horn-rimmed glasses and barely visible behind stacks of books, or as the true collegiate attending every social function, but as the true collegiate attending every social function, but as the beat wearing jeans, sandals and striving for something - generally to grow a beard.

At last the student is beginning to assume his responsibilities as a citizen and member of the local and world community. An increasing number of students are actively involved in community projects such as the tutoring being done for underprivileged children by some Dalhousie students; students are expressing their opinions more frequently and more readily.

National Student Day is an example of the new student attitude. On October 27, students at the 42 member campuses of the Canadian Union of Students demonstrated to show their concern over the current state of university financing, and the constant increase in tuition fees. In Halifax, 1,000 Nova Scotian students marched on Province House in what the Halifax Chief of Police termed "a mature dignified orderly fashion."

Students asking to be consult-

ed officially by their administrations in making plans and allocating resources is further evidence of the increased concern of students in affairs which concern them. Hence, student governments are asking that student representatives be seated on university committees.

A new atmosphere is developing on campuses - one of interest and concern. Students are being encouraged to express their feelings on topical issues, to openly discuss problems, listen to all arguments and to arrive at their own conclusions. This climate for thought is promoted by Teachers, student forums, debates, prominent visiting speakers, a changed form of the college newspaper.

Idealism and radicalism are prevalent. Students are generally seeking personal identity, seeking to fit themselves into the world, or often trying to fit the world to them. Out of concern for themselves rises awareness of the problems of others, hence the drive for social justice and quality of opportunity. Generally speaking, students, spearheaded by a new type of student leader are striving to make the society and the university more of a democracy by firmly rooting their ideas in the principles of justice and equality.

### Fees you must pay

Arts and Science including Commerce and Engineering	\$600.00
Health Professions	
Nursing 1st and 2nd years	\$600.00
3rd, 4th and 5th years	\$ 6.00
6th year	\$540.00
Pharmacy	\$600.00
Physiotherapy	\$600.00
Residence Fees	
Shirreff Hall	\$725.00 single \$675.00 double
Men's Residence	\$733.00 single \$683.00 double

## Comprehensive medical, legal training offered at Dalhousie

### Medicine offers great challenge

By Dr. C. S. Stewart  
Dean of Medicine

Medicine today provides tremendous opportunities and almost limitless variety of challenges. No one who is considering a career in medicine, or indeed in any of the other health professions, need have any fear that he is entering a crowded field of limited scope - quite the contrary. There is a shortage of physicians in Canada, which is particularly acute in the Atlantic Provinces. Nor is new social legislation likely to limit or reduce the opportunities in medicine. The demand for health services will certainly increase, and Canadian programs for medical insurance, developed by the governments in consultation with the medical profession, are designed to preserve professional freedom.

Medicine as a career provides opportunities not only to fill the well known role in diagnosis and treatment of illness as a family physician or clinical specialist, such as surgeon, internist or psychiatrist. There is also a great range of careers in the promotion of health, the prevention of disease, and the rehabilitation of the

disabled. Perhaps less well known to the potential medical student, but very important, are the opportunities in research and teaching within the broad field of human biology, opportunities that are greater now than at any time in history. Medical knowledge is growing at a pace not exceeded by any other field of science.

Many reasons may prompt a student to consider medicine as a career. Two of the most important are a genuine and humanitarian interest in serving others, and a desire to know more about the science of human biology and its

application to health and disease. The intellectual challenge, as well as the call to service, provide a combination difficult to equal.

Nevertheless, the road to success is not easy in medicine, nor, indeed, in most other worthwhile endeavours. The student must first fulfill matriculation requirements to university, and there is increasing competition as the enrolment soars. He must then complete at least three years of study in a Faculty of Arts and Science (or at least two years following senior matriculation in universities requiring that level for admission.) At the university, the student should obtain a background in the sciences of chemistry, physics, and biology, but of equal importance is a knowledge of the humanities and social sciences. The physician deals with people, not just with the scientific study of human disease. A broad preliminary education is therefore desirable.

The medical course is of four years' duration in a medical school, followed by one year of internship in a teaching hospital. At this stage a graduate is qualified for licensure to do general practice. If he wishes to become a clinical specialist, a clinical research scientist, or a teacher, more postgraduate study will be required, at least of four years' duration. If he elects to become a research investigator and teacher in a medical science, he may choose a second pathway, leading from the B. Sc. degree to the M. Sc. and Ph. D. in his chosen field.

A reasonably good academic record is required in premedical courses for a student to obtain admission to a medical school. But an average student who cultivates good habits of study will have no serious difficulty with the medical courses. Above all, he needs sound motivation based on his own conviction that medicine is the right career for him.

tion or examination requirements. Most of the graduates of the Law School do leave Nova Scotia. A great many of them have achieved distinction in public life, in the legal profession and in business in this province and elsewhere.

The building, presently under construction on the north side of University Avenue between Henry and Edward Streets will enable the law school to double its present total enrolment of 155 students next year and expand to 330 by the autumn of 1971.

Designed by Webber, Harrington and Weld, Halifax architects, the building will have a basement and five stories above ground. Total floor space proposed is about 78,000 square feet.

The ground level will have administrative offices and three classrooms, one designed for 125 students each. Removable partitions between the classrooms will provide a large assembly hall for public lectures, meetings, moot courts and model parliaments. Two additional classrooms, student locker and lounge facilities will be located on the second

By W. A. MacKAY  
Dean of Law

The Law School at Dalhousie is the oldest university faculty concerned with teaching the common law in the Commonwealth. Founded in 1883, the School has had a long tradition of educating young men and women for the legal profession.

For admission to the law faculty students must have satisfactorily completed at least two years of an Arts, Science, Commerce or other recognized degree after senior matriculation (Nova Scotia Grade 12) or three years after junior matriculation (Grade 11). There are no special pre-law courses but those planning to study law are encouraged to concentrate on courses that require them to think and that give experience in expressing ideas. A lawyer's primary tools are words, whether written or spoken, and ability to express ideas in clear, concise English is important.

The law course, leading to a Bachelor of Laws Degree, takes three years. Most of this period is devoted to required courses with relatively little choice left to students. The work load is heavy and students are expected to read in advance of classes and be prepared to discuss matters raised in class. Emphasis in law courses is on a pragmatic approach to problem situations and acceptable solutions for them, and less upon what the law is in a particular situation. To meet ever-changing social problems the lawyer must be flexible and constantly concerned with what the law ought to be as well as what it is at any time.

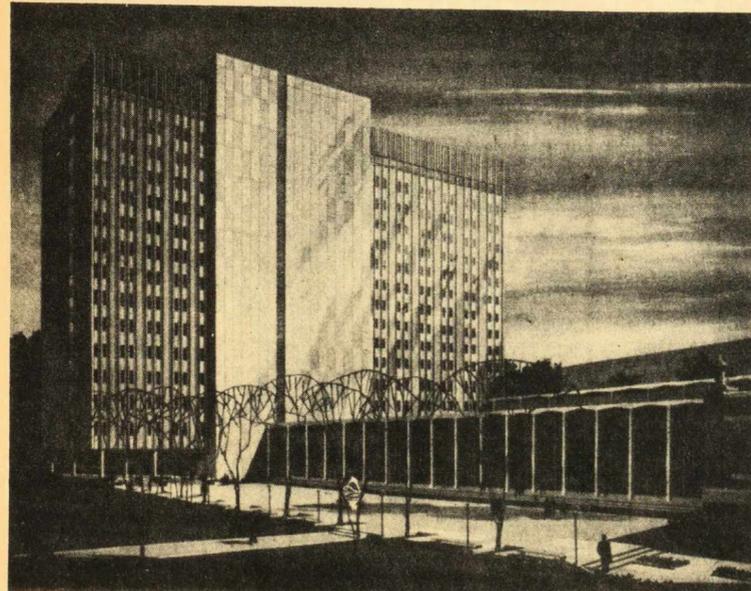
Graduates in law from Dalhousie may be admitted to the bar in Nova Scotia, after nine months' service as an apprentice in a lawyer's office. They may be admitted to practice in other provinces after meeting appren-

tion and Weld, Halifax architects, the building will have a basement and five stories above ground. Total floor space proposed is about 78,000 square feet.

The ground level will have administrative offices and three classrooms, one designed for 125 students each. Removable partitions between the classrooms will provide a large assembly hall for public lectures, meetings, moot courts and model parliaments. Two additional classrooms, student locker and lounge facilities will be located on the second

floor. The third floor will contain 28 faculty offices, faculty library and lounge, stenographic offices and staff lounge and four seminar rooms.

The library will be on the fourth and fifth floors, with public access and main reading room on the fifth floor. It will accommodate 125,000 volumes and have seating space for more than 200 students mainly at individual carrels. Two research rooms, graduate student offices and special services such as microfilm equipment will also be found in the library.



This is the \$7-million, 15-storey Medical School - the Sir Charles Tupper Medical Building - being erected on University Avenue today. The school, Nova Scotia's contribution to the nation's Confederation Centennial Memorial project - will open in 1967.



The new law school at Dalhousie University opens in September to more than 300 students. Says Dean W.A. MacKAY the new building is "a very important step forward for Canada's oldest law school."

CAREERS

Dental Hygiene: growing career

By MISS K. MacDONALD R.D. H.

The School of Dental Hygiene was established at Dalhousie University in 1961, and since then Dental Hygiene diplomas have been granted to twenty-five young women.

Dental hygiene is a health service profession and one of the most rapidly growing career opportunities for young women.

Dentistry: manpower needed

By DR. D. M. BONANG D. D. S.

One of the major problems facing the dental profession today is insufficient manpower. With the Federal Government placing emphasis on a national health scheme or at least some form of pre-paid dental care the problem becomes more acute.

The only answer to this pressing problem is the recruitment of more qualified students and increased accommodation for the training of auxiliary personnel. Although this will help immensely in the overall picture, we need more dentists practicing the art and science of dentistry.

Generally, the present day qualification for entrance to the pre-dental program is senior matriculation. This is followed by ten credits in two pre-professional years when application is made to dental school.

Although overall application to the faculty of dentistry has increased in numbers, there has not been a proportional increase in applicants from the Maritime provinces. Because of government subsidy, the students from the Maritime provinces are given preference to those outside this region.

Many doors lie open to the graduate from dental school. He may of course, go on to specialize in one certain aspect of dentistry, he may choose a career in teaching or research, or he may go into the armed forces or private practice.

Dentistry, one of the health professions, is a noble calling. In helping one's fellow man a definite sense of accomplishment is experienced. The need for manpower is there so give the dental profession your close consideration before choosing your career.

To qualify for this profession one should have a sincere interest in working with people of all ages. Sympathy, understanding, patience and tolerance are important traits.

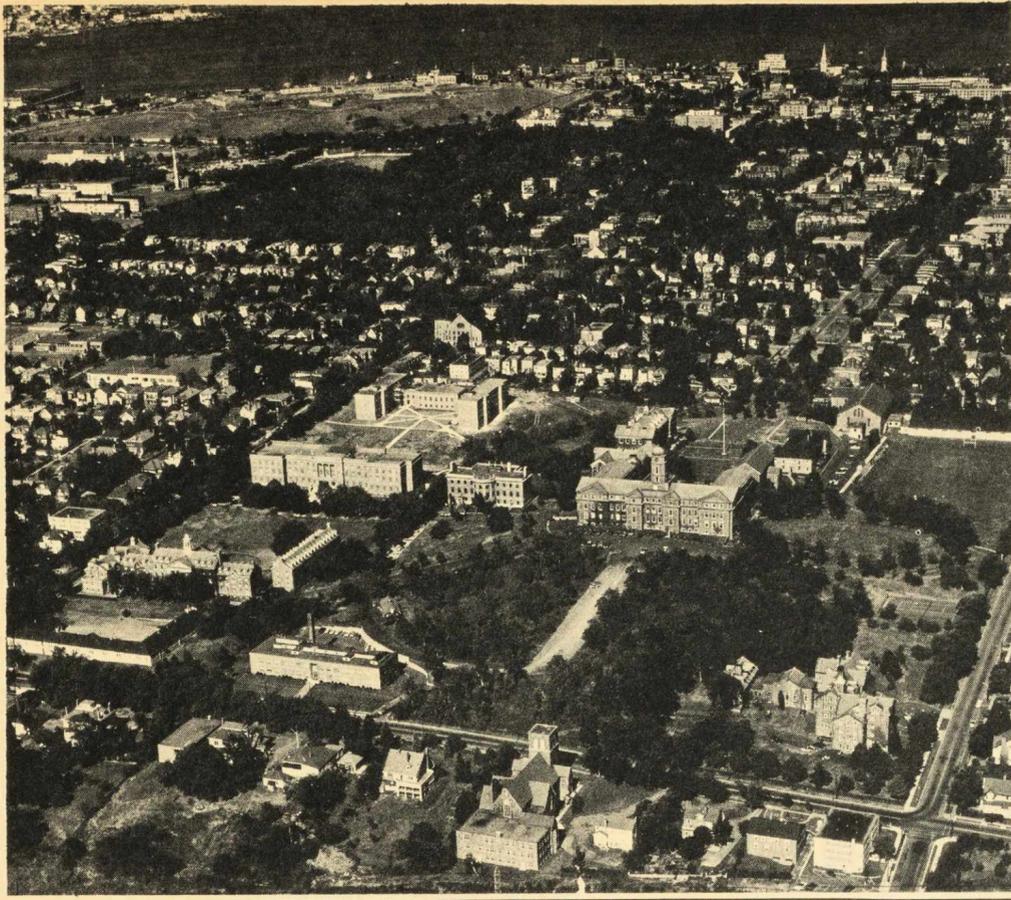
The course in the School of Dental Hygiene is two academic years in length and some of the classes included in the course of study are: bacteriology, dental anatomy, dental assisting, principles of oral hygiene, study of materials used in dentistry, human anatomy and physiology, dental health education, nutrition, drugs used in dentistry, pathology and oral medicine, public health and preventive medicine, psychology, sociology, chemistry and English.

The dental hygiene applicant must have completed the equivalent of senior matriculation (Nova Scotia Grade XI) with a pass of 50% in each subject and an overall average of not less than 60%. The senior matriculation subjects passed must include English, two papers in mathematics (algebra and trigonometry) and a language other than English, as well as two other subjects selected from physics, chemistry, biology, geology, geography, history, ancient and modern languages. While it is not essential, the student seeking entrance to dental hygiene would be well advised to have included physics and chemistry in their Grade XII program.

The dental hygienist is primarily concerned with the prevention of dental and oral disease through educational activities and through certain treatment procedures. The specific duties and services she performs will vary with the type of position she selects.

Under the supervision of a licensed dentist, the dental hygienist may work in a dentist's office, in a hospital or clinic, for a provincial or federal health agency or in a school of dental hygiene.

Bursary assistance is available from several of the provincial departments of health, in return for a period of service to the province after graduation.



Two-year Physio course offered

By LINDA DREDGE Physiotherapy II

Dalhousie University offers a diploma course in Physiotherapy, consisting of two academic years, including clinical practice at Halifax hospitals.

In order to meet requirements for membership in the Canadian Physiotherapy Association and the provincial licensing requirements a further five months clinical internship is necessary in addition to the Dalhousie Diploma. This period depends on the course each university offers.

Entrance requirements for the academic year 1966-67 at Dalhousie are - Senior matriculation which must include English, two mathematics courses, a foreign language, physics, and chemistry or biology.

The cost of training in this course is approximately the same as for any other at Dalhousie, extra expenses being the cost of uniforms, etc.

All applications to the course must be made on forms obtainable from the office of the Registrar, Dalhousie University, and sent to the same office as soon as possible (see calendar for deadline date.)

The first academic year beginning early in September, 1966, ends in May, 1967. The subjects in this year include gross anatomy, anatomy and physiology, medical and surgical conditions, psychiatry; physiotherapeutics which includes electrother-

apy, techniques progressing to treatments as well as a nursing orientation course. The final month of the first academic year is spent in clinical practice. Swimming and water safety techniques are taught throughout this year.

The second year includes five half-days per week spent in clinical practice. Medicine and surgery, psychiatry, and physiotherapeutics are continued from the previous year.

BURSARIES AND SCHOLARSHIPS (see calendar)

Bursaries are available from provincial governments in two ways:

- 1. In Nova Scotia, you may apply to the hospital of your choice or directly to the Deputy Minister of Public Health.

2. You may apply to a voluntary organization, e.g., the Canadian Arthritis and Rheumatism Society.

Scholarships under general university regulations may be awarded, as for other faculties, according to academic merit.

THE NATURE OF THE PROFESSION

Physiotherapy can be a satisfying profession for the person who is interested in using her hands, is physically active, and who likes people. There is the added attraction of a wide choice of work once qualified e.g., adults or children, hospital or Rehabilitation centre, etc.

CAREERS

Teacher training has two functions

Of Teacher Education By DR. HAROLD UHLMAN Professor of Education

Teacher education has two major functions which are not always understood and which are not always distinguished from each other. One of them consists of an intellectual grasp of fundamental knowledge, including an understanding of the way humans behave, learn, and think, and the manner in which we have come to live and work together. The other consists of method of teaching. The first deserves rather extensive study, and is of such substantive quality that it might well be part of the general education of every person. The second is very specific and relates directly to the act of instructing a class or an individual student. This procedural part ought to be singled out, simplified, and reduced to a set of workable ideas which can be spelled out in practice in the classroom.

Excessive emphasis on the first function produces the theorist who is often disillusioned and discouraged when carefully conceived theories must be drastically modified to meet the actual classroom situation. On the other hand, excessive emphasis on the second function produces the "artisan" who can follow an instructional "blueprint" but who is unaware of his latent possibilities as a teacher. A happy blending of the two functions can produce the instructional "artist" - the master teacher who is remembered by his students long after many of the facts are forgotten.

Programs of teacher training are designed with the foregoing functions in mind; however, proper balance is not always maintained. Although there are some variations in course content and in points of emphasis, teacher training programs among the Atlantic universities or, as a matter of fact, across Canada are quite similar.

At Dalhousie University, for example, classes for the development of professional concepts are offered in general principles of education, theory and history of education, and psychology of education. Methods classes at the elementary and junior-senior high school levels, in the subjects taught in the public schools, including art, drama, and physical education, provide opportunities for the development of specific classroom skills and

techniques. Practice teaching in the schools makes it possible for teachers-in-training to apply theory to practice and to test instructional methods and techniques in actual classroom situations.

One of the major problems in teacher training is to maintain a satisfactory balance between theoretical and practical training, and, at the same time, to provide opportunities for the development of individual talents and capabilities. Classes of students going into teacher training vary greatly in potential from year to year, and each class is extremely heterogeneous in nature.

And then there is the matter of dedication. This cannot be taught in a formal class of instruction; however, it must somehow be developed. It can quite safely be said that successful teaching incorporates three major ingredients - knowledge, ability to impart knowledge in a meaningful way, and dedication - but the greatest of these is dedication.

Nursing challenge

By MISS ELECTA MacLENNON Director of Nursing

To enter the University Nursing School a student must hold a Nova Scotia Grade XI certificate with a pass (50%) and an average of not less than 60% in the following five subjects: English, Mathematics (Algebra and Trigonometry), a language other than English, two from Physics, Chemistry, Biology, Geology, Geography, History, Ancient and Modern Languages. It is recommended that one of the electives be Chemistry. Students must be in good health and possess a suitable personality for professional nursing.

The field of public health nursing, which includes school nursing, nursing in industry, clinic, nursing in the home, offers wide opportunities for nurses. Our Northland is one of the most exciting spots in Canada today and many nurses are required in all types of health services. Opportunities abound for nurses in overseas programmes such as World Health Organization, Colombo Plan, External Aid Programs, Missionary programs and myriad others.

Your Host...

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...Dino's 6260 Quinpool Rd.

# 140,000 student members; Canadian Union of Students has major role on campus

What is CUS? CUS is the Canadian Union of Students - an organization of approximately 140,000 students in some 42 institutes of higher learning across the country. Each student at a member university of CUS is a member of the organization, and is entitled to all bene-

## Largest library in Atlantic area

For the conscientious student the library of the University is one of the hubs of campus life. The library provides materials to supplement lectures, to assist in the preparation of essays and term papers, to provide background on current issues as well as current information on the issues of the day be they Africa, minority government, Asian economics, Eskimo culture or the Quebec problem. Information is available on nearly all subjects imaginable from Aardvark physiology to the geology of Pughwash to Zulu politics and government.

## Music Dept. has dynamic program

The music department at Dalhousie University, headed by Prof. David Wilson offers many activities to students - the Choral, the Orchestra, the Renaissance Singers, and the Recorder Consort. The Dalhousie Choral is a large chorus of mixed voices which in the past has given concerts with the Dalhousie Orchestra, a concert of Christmas music accompanied by members of the Halifax Symphony, and has participated in the International Students Folk Concert.

## GLEE AND DRAMATICS SOCIETY

The Dalhousie Glee and Dramatics Society has been in operation for over eighty years. During that time it has presented everything from Opera to Broadway musicals. The society's prime purpose is to give Dalhousie Students an opportunity to perform in high quality amateur productions. We feel that the years to come will bring many more successes.

As is its tradition the society will next year present a musical show in February. Continuing in the tradition of such productions as GUYS AND DOLLS, BYE BYE BIRDIE, L'IL ABNER, AND THE MIKADO, Dalhousie will in the centennial year present a musical show of high calibre, be it opera or musical revue.

Next year the society will also present a contemporary three act play. This production will take place in the fall and will continue the tradition of such plays as Brendan Behan's, HOSTAGE. For those people interested in a stage presentation of smaller magnitude the society holds an annual competition for one act plays. This competition is open to all campus groups and is usually held after Christmas.

Membership in the Dalhousie Glee and Dramatics Society is open to all Dalhousie Students. The cost of all productions is borne by the Student Union. Selection of the productions is designed to allow the student to have the maximum academic strain. Actors, singers, artists, stage carpenters, all people interested in stage productions have a place in the society. We hope, should you decide to come to Dalhousie, that we will see you at the Dalhousie Glee and Dramatics Society on registration day.

fits as such. As a member of CUS, the university or college pays a per capita fee to the organization. These fees are used to maintain the Secretariat of the organization and to permit it to carry on its activities. The Secretariat is located in Ottawa and

consists of an annually elected President and Vice-President, a number of appointed associate secretaries responsible for certain aspects of the CUS program, a clerical staff. And a board of Governors.

Every year, representatives from each member institution gather for the National Congress which is the policy making body of the organization. This year, the Congress is to be held Sept. 4-11 at Dalhousie.

On campus, there is a CUS Committee, with a chairman appointed by the Student Union. This year was a very active one. Following the 29th Congress in August, the activities of CUS were concentrated on the program for National Student Day, Oct. 27. This day was a coordinated cross-country demonstration by students for universal accessibility to higher education.

Teach-ins, marches and other means of demonstration were utilized by the students to express the concern over education and in particular over the costs of education. In Halifax, as the culmination of a two week education program on the Crisis in Education the 4 Halifax Universities joined forces and representatives from Acadia, Mount St. Bernard and St. Francis Xavier marched in a silent, orderly group of 1000 to Province House where a brief was presented to the Provincial Government. The success of this effort is manifest in the increased emphasis on education in both the Federal and several provincial Speeches from the Throne. The Committee also organized an International Teach-in on Viet Nam and Latin America on Oct. 9, to coincide with the one at the University of Toronto.

In conjunction with the university chaplains, the CUS committee has gathered a group of students who tutor some of the underprivileged children in Halifax. Because of the growing concern on all campuses about the mental health of university students, several universities have conducted Mental Health surveys, and all are involved in attempts to determine the causes of increased mental health problems amongst students, and ways of



We marched last fall

combatting such problems. Indicative of the concern, the topic of the CUS IX Annual Seminar Aug. 28 to Sept. 3 this year is "Identity and Anxiety: Crisis of Identity and Anxiety: Crisis of a Student Generation." Inter-campus debating is also under the direction of the CUS Committee, as is a student disport service offered by Halifax merchants to students in the city. CUS provides information about travel, and about the nationally organized tours and flights available. One of CUS' most popular and well-known programs is ISEP - the Interregional Scholarship Exchange Plan. Through the aid of the University Administrations

and the Centennial Commission, CUS has organized scholarships which enable 2nd or 3rd year students to study tuition free at universities in a region of the country remote from that of their home universities. This program fosters greater understanding between regions of our divided country, and with its proposed expansion more students should be fortunate enough to be involved in coming years. In an attempt to increase the knowledge and understanding of Dalhousie Students in French Canada, the CUS Committee sponsored a French Canada Week Feb. 20-25. During this week, prominent French Canadian Personalities such as Gillis Lamontagne, Mayor of Quebec; Claude Ryan, Editor of Le Devoir, and Msr. Laporte, Minister in the Quebec Government came to speak with the students and the public about the problems and status of French Canada.

CUS further conducted a High School Visitation program where students from Dalhousie visited many high schools to give the students there the opportunity to learn of university from those closest to it - the university students themselves. This paper is the last part of the High School Visitation program and it is hoped that students will learn from it much about campus life - both academic and extra-curricular.

## University dorms for men & women

Women Students at Dalhousie University usually live either in the residence, Shirreff Hall, or with relatives in the city. Shirreff Hall now has a capacity of 230 students, but with the addition of a new wing being planned for 1967, it will be able to accommodate approximately 400 women.

Residence life is a rewarding experience for most girls. They meet many different types of people, develop life-long friendships, have the opportunity to speak freely with one another, and thus achieve a broad exchange of ideas.

A self-governing residence council is elected yearly by the residence body. Responsibilities of the committee include organization of social activities and the enforcement of rules governing student conduct.

To gain a closer communication between residence women and those living off-campus, the Delta Gama organization plans combined on-campus activities involving both groups, including the popular Sadie Hawkins week and the annual blood drive.

For an equally important communication with the Men's Residence, an inter-residence cooperative effort is made to plan co-educational social activities.

University life in all respects is an exceptionally fine experience and is certainly enhanced by the well-planned organizations and facilities which are provided through the combined efforts of interested students and the administration.

MEN'S RESIDENCE By BOB DALEY Those living in the Men's Residence have special activities open to them. They can partici-

pate in Residence projects, Residence government, and a sports program, as well as University extracurricular activities and sports.

The Residence is in a unique position as a small self-contained unit within the university. It has its own resources and their use is directed by the residents. The Residence Council initiates many projects such as snow sculptures for Winter Carnival, movie nights and exchange dining with Shirreff Hall. Many fellows work on these projects, others simply attend and enjoy themselves.

Residence Council provides another interesting area for activity. Residents run for executive offices or representative seats on the council and work on the committees which keep the Residence running smoothly.

Residence Council provides another interesting area for activity. Residents run for executive offices or representative seats on the council and work on the committees which keep the Residence running smoothly.

# CAREERS Pharmacy offers opportunities

By D.G. DUFF Director College of Pharmacy

Graduates in Pharmacy have numerous opportunities open to them due to their broad scientific background in the health sciences. The majority of graduates are employed in retail pharmacy, where the duties of the pharmacist may be quite varied. His principal duty is to receive, interpret, and dispense the physician's prescriptions. Many of the medicines used today are the products of the pharmaceutical manufacturer who must know what they contain, how they are intended to be used and how to store them in order that their potency may be fully maintained. He must also be able to prepare many medicines which are not available from a manufacturer. In addition he is required to advise the general public regarding the use of other items related to health care. Depending upon the store, the work may also include the general responsibilities of a business man.

Many graduates find employment in Hospital Pharmacy. Duties in Hospital Pharmacy are very similar to those of a dispenser in Retail Pharmacy. The Pharmacist works very closely with the medical profession.

Those graduates who are interested in research and who have good academic records may elect to study at a graduate school for the Master's degree or a doctorate in Pharmacy. These advanced degrees enable them to enter into research in the various fields of Pharmacy and also prepare them for teaching of Pharmacy in one of the Colleges of Pharmacy. Pharmacy graduates are in demand in industry and in Government laboratories. Duties and salary will depend upon whether they have obtained a Bachelor's degree in Pharmacy or a more advanced degree in

Pharmacy. Other opportunities for Pharmacists include positions as medical representatives for Pharmaceutical manufacturers and inspectors for the Government.

Dalhousie University offers a four year course leading to the degree of Bachelor of Science in Pharmacy. Entrance requirements to the College of Pharmacy is Nova Scotia Grade 12. Work leading to the degree of Master of Science in Pharmacy is also available. The Grade 12 subjects that are required are the same as for Arts and Science. Dalhousie Entrance Scholarships are available to students entering the College of Pharmacy. The special abilities and characteristics necessary for a successful career in Pharmacy are as follows: cleanliness and orderliness, accuracy, a sincere desire to learn while training and to continue to learn after graduation and an aptitude for science, since much of the curriculum is devoted to the study of basic science in the classroom and laboratory, and integrity. The curriculum includes classes in Chemistry, Biology, Physics, English, Physiology, Pharmacology and Biochemistry. Pharmacy instruction includes Pharmacology and Dispensing, Pharmaceutical Chemistry and Pharmacognosy or the study of drugs from plant sources.

Opportunities upon graduation are numerous as there is presently a shortage of Pharmacists in Canada. A large number of girls are presently entering Pharmacy and equal opportunities exist for both men and women. Remuneration after graduation will vary depending on the field of Pharmacy and the area.

Further information regarding opportunities in pharmacy may be obtained by writing to the College of Pharmacy, Dalhousie University, Halifax, Nova Scotia.

## Two-year program in Engineering

By Dr. K.F. MARGINSON Head of Dept. of Engineering

Engineering is a profession concerned primarily with creating things. These things are often tangible devices, structures, and processes such as the refrigerator, superhighway, petroleum refinery or television set, that so profoundly influence our daily lives. The engineer creates these devices by a process referred to as design, and in this day and age he applies sophisticated scientific theory. It is well to differentiate between a scientist and an engineer, however. The former is concerned primarily with generating new knowledge, while the latter is concerned primarily with creating new things. The engineer uses scientific knowledge, when it is available, but frequently designs without it. An excellent discussion of engineering is contained in - Krick, Edward V., "An Introduction to Engineering and Engineering Design", John Wiley and Sons, 1965. You may borrow a copy from any freshman engineering student at Dalhousie, or from the Dalhousie Science Library.

stantially different bodies of knowledge required for the solution of various engineering problems, it is customary for engineers to specialize. Typical specialties are aeronautical, chemical, civil, electrical, industrial, mechanical, metallurgical, and mining engineering.

To become an engineer by studying in N.S., you must first study for three years at Dalhousie University (or another University which gives engineering training). This period of your training emphasizes the development of the necessary scientific skills which all engineers require. At the completion of this course you will receive a B. Sc. from Dalhousie, and then proceed to take further specialized training for two years at the N.S. Technical College in Halifax. At the completion of this course, you will receive a Bachelor of Engineering in a particular speciality, such as Electrical Engineering.

Practicing engineers find great satisfaction in their work, since it is challenging and creative. There is currently a strong demand for engineering graduates, and in our technical society this demand is expected to remain strong.

## CAMPUS ACTIVITIES

### Campus athletics

MEN'S ATHLETICS By BILL RAINE

Athletics on Dalhousie campus is not a word that automatically causes excitement and riotous enthusiasm. However, they are improving and we hope will continue to do so until eventually we are tops in the country.

Things are a little dismal right now. The football team was not a howling success this year and only showed their real potential in the last game of the season when they clobbered Mount Allison. Hockey also is in a rather depressing state but Coach Selder is trying hard and has the desire to build a winning team. Basketball is another story. Coach Yarr, with all his Maritime talent, has built a real confidence thrust. It can only get better. There are the major sports that along with swimming form the real seasonal sports on campus.

However, Dalhousie Athletics do not stop there. You name it and it is offered by our Physical Department, either competitive or recreational; they are all an integral part of the program. This year we began compulsory physical education classes for all freshmen. It is a large project and may or may not be continued but it shows the growing interest in the fitness of all by this Department.

So you can see that emphasis on campus is not all on the big team competitiveness but also on the little John Doe who does not excel in any particular sport. Everybody has a place; if you cannot compete then you can support and really this is as important as any phase of the program. To know that you have a large part of the student body solidly behind you is a big boost to any team. So whatever you decide, be active and make people know

that you are a real student and a strong supporter.

WOMEN'S ATHLETICS By JANE CUSHING

Dalhousie University is a member of the Maritime Women's Intercollegiate Amateur Athletic Union and competes in all the varsity and junior varsity sports that the union offers: field hockey, volleyball, basketball, swimming, and badminton. Team members have an opportunity to visit all the Maritime universities.

Interested students are urged to attend team tryouts. The level of skill in intercollegiate competition is not as far removed from that in high school as one might expect. Freshettes form a large percentage of the members of any team and are given ample opportunity to increase their skill.

All varsity and junior varsity teams have student managers. Freshettes are invited to apply for these positions at the Athletic Dept. registration week.

For those with little or no experience in sports there is the recreational program offered by the D.G.A.C. Every girl registered at Dalhousie is a member of the Dalhousie Girls' Athletic Club and may participate in any activity of the club. Intramural tournaments are held in volleyball, basketball, swimming, badminton, ice hockey, and bridge. The groups for which students compete are: Alpha Gamma Delta, Arts, Commerce, Education Law, Nursing, Pharmacy Physiotherapy, Pi Beta Phi, Science, and Shirreff Hall. A trophy is awarded to the organization with the most points at the end of the year. Instruction is offered in modern dance, gymnastics, judo, diving, keep fit and curling.

## Foreign students group: international program

By TAN MENG HEE The story of the I.S.A. on campus is one of tremendous growth. From relatively small beginnings a few years ago, the Dalhousie I.S.A. has developed into one of the best organized and well known student organizations on campus to-day. Its influence is spreading, even beyond the bounds of the campus into high schools, community groups and across the nation.



I.S.A. Certainly one of the busiest organizations on campus, the ISA sponsors many events, including an International Soiree, where food from many countries is served to guests.

This fantastic spread occurs partly because the I.S.A. has, as its basic aims of existence, the creation and perpetuation of international friendships between students from various parts of the world, and the development of a mutual, reciprocal understanding of the lives and cultures of each other.

To these ends, the I.S.A. has organized programs which tend to bring together students from various nations, and to entertain and inform them. These programmes include the International Dance-O-Rama and the International Soiree, National groups also had their chance to display their cultures to the I.S.A. audiences through Malaysian Night, the West Indian Night and the China Night. A regular feature of all these functions was the 'coffee break', during which people had a chance to mingle and make friends. But, the I.S.A. has done more than this - it has made its members feel and think as one, and not along national or racial lines. It is paving the path of peace through understanding.

Apart from fostering international understanding, the I.S.A. has also done a lot for the overseas students on campus. For the first time this year, new Non-Canadian students benefitted from an efficient reception programme on their arrival in Halifax. It has given both Canadian and Non-Canadian students the opportunity to demonstrate their talents and exploit their potentials. It has also served as an entity to which all Students can belong.

## University and student's future

By E.B. MERCER Assistant to the President

Before you decide that college is not for you because you don't want to be a teacher, lawyer, minister, dentist, doctor or engineer, consider some of the other occupations, perhaps not so well known, that you can prepare for with university training. Indeed those I am going to mention require only two years beyond Senior Matriculation before you are ready for employment.

I refer to careers in physiotherapy, dental hygiene, nursing, library science, pharmacy, social welfare and psychology. Although automation is doing us away with many jobs we are beginning to realize that this doesn't have to be a bad thing. More of our human resources now can be used to make life healthy and more pleasant for all. More hospitals, clinics and rest homes are being built which will require nurses, physiotherapists and pharmacists. In addition to doctors. Yes, even nurses go to college nowadays, especially if they wish administrative and teaching positions.

In order that they may be able to handle more patients per day dentists are reorganizing their methods to make use of specially trained dental hygienists, who will take over some of the routine work in their practices. The school systems are em-

ploying an increasing number of psychologists as guidance counsellors realizing that much wastage in drop-outs can be prevented by professional advice and treatment.

The day is coming when trained social workers working as a team will undertake the rehabilitation not just of the unfortunate individual but of the whole depressed family from which he came.

Finally, with the tremendous expansion in knowledge, the problem of making available the latest information to scientists, engineers, business executives and the like is becoming increasingly more complex. This is the province of the Librarian who is now using microfilm, closed-circuit television and computers to aid him in his work.

You can enter one of these interesting careers if you make up your mind to it while you are still in High School. The time to start is now. Become an expert in mastering the small learning assignments you are set to do each day. It is usually too late by the time you reach university to learn the study habits which are necessary to reach the goal you have set for yourself.

This spring send for the Calendar of the university of your choice and find out what subjects you need to qualify in your chosen field. Write to the university for further information if you have questions. Inquire about scholarships and bursaries.