

the dalhousie gazette

April 1, 1976

Number 26

Volume 108

Indignant students confront government

by M.P. MacKenzie

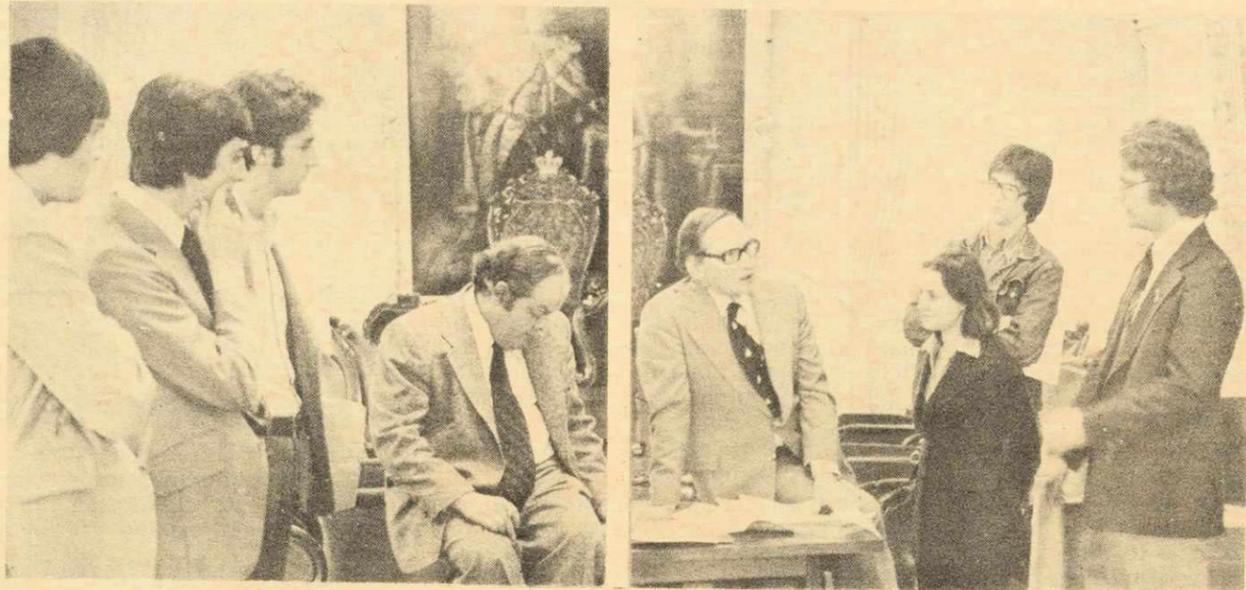
Student aid was the topic of discussion at two meetings held this week between government officials and student leaders.

The first meeting was held last Thursday at Province House between student leaders from across the province and Premier Regan. The students presented the Premier with a brief regarding student aid and the bleak employment outlook for job-seeking students this summer. The Premier and the Honorable Allan Sullivan, the Minister of Health, spent about forty-five minutes discussing areas of concern with the students. Just before the meeting took place both the Premier and the Finance Minister, Peter Nicholson, had been subjected to extensive questioning in the House about cutbacks in the aid program.

The second meeting was held at the Dalhousie Student Union on Tuesday night between Dalhousie student-leaders and the Minister of Education, Dr. MacAskill. Dr. MacAskill spent over three hours discussing the changes in the student aid program and answering questions about the government's policy. The good news that came out of that meeting was that students eligible for financial assistance will receive an across the board increase of 12% on next year's loans. The increase will apply to living allowances, miscellaneous allowances, etc.

Before too much jubilation sets in, however, it should be pointed out that students will be expected to contribute 12% more from their summer savings and parents of dependent students will also have to contribute 12% more.

Mr. MacAskill denied that the loan bursary structure will be changed this year. At the meeting



Representatives of Nova Scotia's Post - Secondary Educational Institutions Student Unions went to the Legislature last Thursday to meet with Premier Reagan and present a petition and brief on Student Aid. From left they are: Mike Gallagher, President of Acadia, Geoff Flood, President of St. Francis Xavier, Avard Bishop, Chairperson of the Atlantic Federation of Students, Premier Gerald Reagan, Francis Long, the Atlantic representative to NUS, Kevin Whalley, President of Saint Mary's, and Bruce Russell, President of Dalhousie.

last Thursday Mr. Sullivan had said that the new program would alter the present structure. The "sandwich plan" (\$1400. loan/\$1000. bursary/\$400. loan) was being abolished according to Mr. Sullivan and instead students would receive \$1800. in loan before they could receive any bursary funding.

The Standing Committee of the House on Education also met this week to discuss student aid. On Wednesday morning they discussed the changes outlined to Dal students the night before by Mr.

Student position misrepresented

Wednesday's March 4 edition of the Chronicle-Herald/Mail-Star carried a front page interview with Student Union President Bruce Russell concerning Student Aid. Herald reporter Joe Knychka not only misquoted Russell, but misrepresented his position.

At a meeting last Thursday (March 25) in the Legislature, Premier Reagan had suggested a change in the Student Aid program. The original program, \$1400 federal loan, \$1000 provincial bursary, and \$400 federal loan would, Reagan suggested, be changed to \$1800 federal loan, \$1000 provincial bursary and \$0 federal loan.

However, in a Tuesday night meeting with Education Minister Maynard MacAskill, students were told that the aid program would remain \$1400, \$1000, \$400.

Russell was quoted in the Herald as stating, "This [MacAskill's announcement] makes a bit of difference in our opposition to proposed education changes"; however, in an interview with the Gazette, Russell said that the statement misrepresented his meaning. Russell said opposition is as strong as ever.

The attitude now is the same as the one which was adopted prior to the Thursday (March 25) Legislature meeting.

The students will now focus on the three major issues outlined in the Student Aid Brief [see story and editorial].

Silverman violates law and ethics

by Heather McQuarry

Allan Silverman, is evicting Porter Scoby from the premises to raise the rent for the next tenants. Scoby is currently paying \$225 for a one bedroom apartment, but the Gazette learned that his apartment will now rent for upwards of \$280 - an increase of 20% or more, well above the 8% limit set by the Rent Review Commission. Residential Tenancies Act stipulates that residents may withhold rent above the 8% limit, yet it is clear that tenants such as Scoby are not being protected from unscrupulous actions.

Initially, Porter Scoby was to have a hearing before the Residential

Tenancies' Board, on the ground that he was interfering with other tenants by circulating his complaint. On termination of his lease Scoby was given notice to quit, and simply desired to know why he was not permitted to renew the lease. This seems a reasonable request, yet under the provisions of the Tenancies' Act, it is one which landlords are not bound to answer. Considerable media attention (through the 4th Estate and the Mail Star) was generated on this point; possibly this is what prompted Silverman to cancel the hearing with the Tenancies Board, and instead appeal to the Provincial

Consumer Advocate Ralph Nader will be speaking in Halifax tonight.

The lecture, on "Canada's responsibility in selling CANDU reactors" and, of course "Consumer Pro-

tection" will be held in the theatre auditorium of Saint Mary's Auditorium at 7:30. Tickets are \$1.00 for all students and \$2.00 for the general public.

**Only one more issue of the Gazette.
Get submissions in soon.**

Gazette staff meeting Friday afternoon at 3:00

A visiting Scot looks at Dalhousie

by J.T. Low

My two years as Visiting Professor in the department of English are drawing to a close; but I have become so immersed in the life and work that I find it difficult to imagine it will all be a memory - a very happy memory - in just over two months from now.

People ask me: how have I liked it here - at Dal, in Halifax, in Nova Scotia, in Canada? My quick answer is that I have become so absorbed in the life that I have hardly had time to analyse my impressions clearly and methodically. I only know that I have liked it. I have found it - my wife and I have found it - pleasantly easy to fit into the cultural and social life of Dalhousie and Halifax. There is an openness about the attitude here; there is a hospitality that is quite overwhelming (and does damage to writing and research plans!) and there is very rich cultural life - in music of all kinds, in drama, in poetry recitals, conferences, talks on all subjects. At this point I think I hear a quiet voice asking: what about the university work you came to do? How did you react to that?

This is a good question that brings me to the most important aspect of my two years' sojourn here. It is of course natural for a specialist to revel in his subject; and I was fortunate, for in the two upper-level classes that I was asked to conduct I was able to pursue favourite studies - dramatic literature, especially classical and Shakespeare plays, and the novel - especially Hardy and some Scottish works. It is right and proper that a professor should deal at depth with his specialist areas; but I was also pleased to be extending into adjacent and allied areas - the French and American novel, Elizabethan poetry, modern drama. I suppose my greatest pleasure comes from teaching dramatic literature and dramatic poetry; but I have to confess my other specialism and my missionary zeal for Scottish literature. I have spoken about my two upper-level classes - drama and tragedy; but I ought to speak equally enthusiastically about my freshmen classes, my sections of English 100. With them I did an introduction-to-literature course where I had a chance to study poetry - Elizabethan, metaphysical, modern, Scottish; and where I had a chance to do work on Dickens and George Eliot and Shaw as well as on authors not so well known - Scottish authors like Robert Louis Stevenson, James Bridle, and Lewis Grassie Gibbon. I was particularly interested in the reaction of Canadian students to Grassie Gibbon's *Sunset Song*, a novel about a crofting community in the northeast of Scotland caught up in the ravages of the first world war. Personally, I think it has a claim to be regarded as a (if not **the**) great Scottish novel of the twentieth century. I have the impression that, after the first initial linguistic shock (and yet the language did not cause much difficulty) my Canadian friends developed quite a liking for the work.

After you establish a working relationship with a class, there is always the problem of handing back the first exercise graded. "Ladies and gentlemen, I sincerely hope the beautiful relationship we have built up is not about to be destroyed..." It is a cruel process - this grading: nobody likes to get a B when an A is expected; nobody likes to get a C where a B is anticipated as a right (or rite!) At Dalhousie I have faced the dangers (as I have had to frequently in Edinburgh) of teaching something about what Churchill, patriotically but inac-

curately, once called the British Sentence: I have dared to teach a little about punctuation and spelling and paragraphing before retreating into the fastnesses of literary commentary and appreciation. **Mirabile dictu**, my students have not only survived: they seemed to become quite interested in my comments on syntactical patterns and fine grammatical points. Canada may have suffered, as Scotland and Great Britain certainly did, from the unenlightened jettisoning of the more sensible (and essential) aspects of English grammar in schools and colleges. The solution seemed to me, not merely to eliminate the boring and unprofitable aspects of grammar-in-a-vacuum, but to try to show the relevance, fascination, and inherent power of grammar (and syntax and rhetoric) when linked with life, speech, and literature. I feel we do not make enough of the connection between grammar and glamour. The link world is gramary (magic, enchantment) "from Middle English gramary - skill in grammar, hence magic" (Chamber's Twentieth Century Dictionary).

May I answer a question that may be in your mind? Not a great deal of difference! There are similar problems on both sides of the Atlantic in dealing with students who have not developed a sense of language, a feeling of words, an ease in reading and writing. I have had just as many problems and just as many pleasant surprises in my teaching here as I have had in Scotland over the years. There is, however, one important difference. Canadian students seem much more interested in their own cultural scene than Scottish students are or have been up to recently. I have been impressed by Canadian literature - its development, its promise, its availability; and I am so pleased to notice that students have opportunities in colleges and universities here to study Canadian poetry, drama, and the flourishing Canadian novel and short story.

We have a very rich literature in Scotland too. It goes back to early Gaelic writing, to early works in Middle Scots by Barbour, Henryson, Dunbar; it extends through the eighteenth century (in Gaelic, Scots and English) to our own day when we too are enjoying a literary renaissance. Indeed, some people say that the greatest living poet on either side of the Atlantic is not an American, nor an Englishman, nor a Canadian, nor a Welshman, but a Scot called Hugh MacDiarmid whose real name is Christopher Murray Grieve and who wrote one of the great long poems of the twentieth century - *A Drunk Man Looks at the Thistle*. (As my impressions of Canadian life began

to sort themselves out, I myself set out to write a long poem called "**A Sober Scot looks at the Maple Leaf**", but I have not got too far with that yet!) The trouble about this great literature of the Scots (in three languages) is that the Scots themselves, up until recently at any rate, were not encouraged to study it in schools and universities. Bravo for the Canadians! They are not only studying their own literature, but have built courses on Canadian literature firmly into the structure of general literature courses.

I have admired not only these courses on Canadian literature but also the width of literary studies in general and the great opportunities offered to honours and post-graduate students at Dalhousie. I am glad to have had the chance to introduce some Scottish works, for the Scottish connections seem to me still strong here as in Antigonish and Cape Breton. Amongst the happy memories I shall be taking back to Scotland will be my

recollection of the keen interest I felt when talking about Scot Lit to gatherings at Dalhousie, Antigonish, and the N.B. Society of Halifax.

The focus during these two years has never remained narrow, however: it has constantly varied so that one has been able to form impressions of many aspects of academic, Nova Scotian, and Canadian life. The gain to one's education and experience has been immense. This is an exhilarating country to live in; and a very important part of that exhilaration comes from the student life in a place like Dalhousie. Despite the problems and difficulties all around us, there is a forward-looking tendency about life here; and the friendship and fellowship that go with it form a striking contrast to academic stuffiness that one might find elsewhere. Thanks, Dal! You have a satisfied customer in this visiting Scot!

Cheaper tax service

Many students, running short of money are taking their income tax statements to tax discounting agencies and signing away a bundle.

An alternative does exist: all the Halifax-area credit unions are offering the same service to the public at a fraction of the cost. Instead of receiving 50%, you can receive in the range of 95-99% of your money **now**.

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refund as calculated by JOIN HANDS. The remaining 20 per cent will be credited to an account which will be opened in your name. When your refund comes from Ottawa, that amount will be deposited in your new account and you will be free to withdraw it if you wish.

The cost for this service is \$5.25 payable when you receive your loan. This cost represents a fee of 25c for joining the credit union and \$5.00 for buying one credit union share. This is the normal cost of joining a credit union and the \$5.00 fee is refundable if you do not wish to remain a member. For more information, contact: Halifax-Credit Union, 1074 Lady Hammond Road, Halifax 453-4220 or 6088 Coburg Rd.

Scoby continued from p. 1

Magistrate. Now Scoby has been given a summons, and will appear in court March 29, 9:00 a.m. He is receiving legal counsel.

Scoby is in a vulnerable position. Under Section 10 of the Act - the tenant must give up possession of

Student aid continued from p. 1

MacAskill and according to the Chairperson, Melinda MacLean, the committee is extremely willing to discuss any aid changes with students. A committee of the Student Union, NUS and AFS are presently looking into the possibility of submitting a further, more extensive brief to this committee. The House Education committee is composed of representatives from all three political parties.

the premises upon notice to quit. Therefore, Silverman is acting within his rights. However, his underhanded methods of extracting rent increases should not pass without notice especially since no increases have yet been authorized by the Rent Review Commission. Clearly, these are the issues: first, tenants should have the right to continue peaceful occupation of the premises, without being subject to arbitrary whims of the landlord; second, rent controls are obviously not being enforced. It is an ominous conclusion that with the exclusion of university residences from the protection of the Tenancies Act, university authorities are in a position to behave in the self-interested manner; of the likes of Allan Silverman.

In a recent development the Scoby hearing has been cancelled.

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Voice of Women confronts NATO ships

by Bernie Helling and Bradley Warner

The Voice of Women picketed Halifax NATO Headquarters last Sunday.

On this cold, dreary day, seven women demonstrated dockside in protest over government cutbacks in social services. They were further incensed by the fact that in this time of restraint, these services were being lost while the Canadian government had actually increased its expenditures in the military. Their cause surely cannot be

unreasonable and definitely should warrant our full support when one considers that in recent years, Ottawa's allotment of federal resources and energy in the military sector have been lackadaisical and fraught with waste.

The Voice of Women is an international peace movement with a Halifax chapter. The issues mentioned above are relevant complaints which motivate this organization. But it is no wonder that at

the present time, this and other interest groups have arisen to pressure the government into re-thinking its so-called anti-inflationist stance. Retrenchment from the provision of necessary social services, once a chief political ideal, now is sacrificed with the shoddy excuse that national resources must be diverted in order to fulfill Canada's international military commitments. Such heavy expenses may be excused out of political expedience -- or can they?

But what about the reception the Voice of Women received? They had chosen Sunday to picket NATO Headquarters as most of the naval fleet was berthed in the harbour for much needed R & R. NATO had chosen this day for a public relations Open House with tours of the fleet.

The seven idealistic women were ignored by the military and heckled by the local citizenry. They were lectured with such clever sophistries as: "without NATO we could wake up one morning and find that the Russians have invaded Halifax". Why should anyone want to invade, when the nuclear Superpowers possess single atomic weapons

which could wipe out the city ten times over? One guard displayed his displeasure with the protesters by spitting at them.

Were the Voice of Women so unreasonable with their picket? Their aspirations are commendable. They suggest that monies slotted for military expenditure should be used for the betterment of the people. There are a host of public sectors and interests which could only benefit from a change in the government's focus: everything from an indexed oil subsidy for Nova Scotia Power Corporation (until it can solve its energy production problems), public works employment, environmental management (which by the way could take advantage of the existing fleet for protecting fish stocks within Canadian waters), and so on.

Unfortunately the VOW numbers were too few so that they looked more like a disorganized motley crowd of malcontents. Next time they attempt to exert pressure on the federal or even provincial or municipal governments one could only hope that they are able to express themselves more visibly and with better clarity.



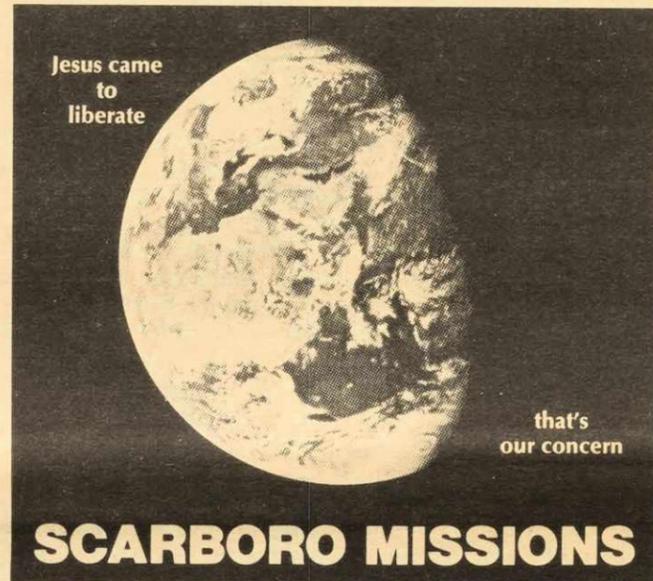
Mount students face problems

Mount Saint Vincent student council president elect has been relieved of the post. On March 30 the student council decided, in a vote of 6 to 2, in favour of accepting his resignation and appointed Dianne Wright as an interim president.

The resignation was brought about by accusations from current president, Anne Derrick, that the person violated an in camera meeting. The person demanded a public apology from Derrick, but when it became clear that none was forthcoming he submitted his re-

signation. Three days later he withdrew his resignation but council chose to ask for the resignation anyway.

This last crisis in the Mount's student council follows a general election in which only three out of twelve posts were filled. To assist the council through the summer, in hopes of initiating new growth, a part time student union manager will be coming down from Montreal once a month. To fill those vacant councils seats, another election will be held in October of 76.



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Mount Saint Vincent Students

Your newspaper, the Picaro, may not be able to publish next year due to lack of staff. You can help out. On Tuesday 6 April at 7:00 in the Picaro office (Rosaria Hall) a meeting will be held for all concerned students. **Next year's Picaro does not as yet have an editor.**

For more information, contact Peggy Yates at 443-5237 or in 702 Assisi.

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Squeak louder

Like the weather, everybody talks about student aid, but nobody does anything about it. You have the responsibility to talk about it with your friends and to do something about it.

The Minister of Education may be a nice man, but that does not mean he will act in your best interests.

He will only if you learn the facts and tell your friends and family. The government should not be preventing students from obtaining an education so they can upgrade already fancy highways in another part of the province like the unwanted 101. But, until your voice is as strong as that of the truckers lobby, they will continue to do so.

Governments do oil the wheel that squeaks the loudest.

You can squeak louder by helping your council president (Gord Neal), your Atlantic Federation of Students rep (Avarad Bishop) your National Union of Students rep (Frances Long) and the myriad of other students who are gathering information and developing an articulate argument to present to the Minister, the government and the public.

Crazy demonstrations are only that, crazy, and the government will treat them that way; but actions of support where we present and argue our case rationally are important, possibly essential.

The cutbacks in student aid will affect the poor; it will keep them POOR.

If we believe in upward mobility then we know that access to education is one of the few, **IF NOT THE ONLY**, way the poor can stop being poor. We have to show the government that we are prepared to take our case to the people to show them how the poor will be hardest hit.

We do not want handouts for the rich (a ploy our critics will try to use) we want a fair deal for the poor and middle class students who otherwise could not afford to attend university.

Cutbacks in student aid are a pretext for making university once more available only to the children of the rich.

The Premier and the Minister of Education have given us the assurance that "needy students will not be denied their education simply because there is not enough money in the budget." - That assurance would be a tiny stronger if the government had left the 1.5 million in the students aid budget, rather than cutting it out.

It seems only sensible that if you **might** need 1.5 million dollars you hang onto it so that it is there when you need it. You do not give it away in the hopes that you can get it back later if you win an argument with Treasury Board for it.

Now is exam time, and many students would rather study than make their feelings known to the government. In their pursuit of a degree and a straight A standing many persons are being short sighted; an unfinished degree is of little use if the reason it is incomplete is because the government pulled the 'student aid' rug out from under you.

Even a little positive feedback for those already over-worked student aid lobbyists is better than nothing. You must not shirk your responsibility in the hopes that someone else will do your work, because maybe the next person thinks the same thing, and then you both are 'out in the cold'.

The word "students" includes you the individual and you must partake of your responsibilities. You can't simply treat it as a free ride from the outside world.

Help solve the problem of student aid.

The Dalhousie GAZETTE is the weekly publication of the Dalhousie Student Union. The views expressed in the paper are not necessarily those of the Student Union or the editor. We reserve the right to edit copy for space or legal reasons. The deadline for letters to the GAZETTE is the Monday preceding publication. No unsigned material will be accepted, but anonymity, if necessary, will be granted. The Dalhousie GAZETTE, Canada's Oldest College Newspaper, is a founding member of the Canadian University Press. The Dalhousie GAZETTE office is Room 334 of the Student Union Building, telephone 424-2507. The subscription price is \$5.00 per year (27 issues).

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GERALD REGAN
Windsor, N. S.

"Work and worry have killed many a man. So why should I take a chance."

After one year at Saint Mary's, Jerry came to Dal to take Law. While here played Varsity tennis, inter-fac hockey, inter-fac rugby. Gerry also found time for extensive work in the radio and sports promotional field outside of college. Future plans include politics.

Letters

Zed unfair

To the Gazette:

Re: Paul Zed's Howe Hall Column of March 25.

Reading your article on the destruction of Howe Hall I was rather taken aback. Not, however, as you may hope by the destruction of Howe Hall but, by the views which you implicitly express there. You assign the responsibility of the vandalism solely upon the irresponsible behaviour of a few individuals who for one reason or another live in such confines. Howe Hall, we all know, is a residence for men at Dalhousie, for persons who are from out of the province or from the outlying areas of Nova Scotia. Those who live there are primarily attending university for the first time i.e. freshmen or the occasional sophomore. There is one house, however, which is primarily inhabited by seniors or graduates. It is noteworthy that the one house which you neglected to mention is Smith House which falls into the senior and graduate students hands. The three houses you do refer to Henderson, Bronsom and Cameron are inhabited by freshmen and sophomore students. What you seem to imply Mr. Zed is that those responsible for the destruction are among other things young, irresponsible, ignorant and full of the shortsightedness of youth.

Those who undertook such adventurous and for yourself disgusting activities were young, as the assumption is that freshmen are young; but if I may be permitted, I should very much like to suggest that these persons are not wholly stupid, ignorant and irresponsible buffoons that you choose to make them. Rather than examining these recent events in Howe Hall at the individual level, where few things are very apparent to anyone except the situation one wishes to find upon request, I would suggest that an examination of the conditions under which these particular individuals are living. Let me point out to you Mr. Zed that such conditions are set not by the students who live there but by an amorphous housing policy set down by University administrators, such as that implemented by your friend Mr. Chanter.

These three houses where such appalling destruction occurred have the doubtful honour of having three persons living in a space originally designed and constructed for two - a doubtful proposition at best. At present the University Housing policy has three persons living in these rooms, which one might add, are often shared by friends of those living in such a room. Cameron and

Bronson are divided between original double and single occupancy construction. These for the most part have recently been converted or soon will be converted into triple and double rooms respectively.

One might ask oneself Mr. Zed what policy is responsible for such living conditions which are appalling and destructive of those who live in them. You might well ask yourself Mr. Zed what reason do students have for acting in such manner as you describe. I suggest to you Mr. Zed that if that problem is too great for you, ask Mr. Chanter, and then go ask Mr. Hicks and then go ask Mr. Reagan as to what is happening there to the living conditions of these students home and the present and future quality of residence life.

Really, Mr. Zed, do you find it 'puzzling' as to 'what stimulates their desire to destroy, disfigure and degrade the place they inhabit'? Is the best explanation you can come up with is the supposed retort of "well, we are paying for it"! One such as myself suspects that it very well may be, but not in the manner that you had in mind Mr. Zed. I have no doubt that some of the people living in Howe Hall justify their activities through this phrase, implying, of course quite safely, a financial definition of 'paying'. Perhaps, though, there may be another interpretation placed upon such a phrase as "Well, we are paying for it". Perhaps people really are paying for the sacred privilege of living in Howe Hall; paying for such a doubtful privilege with the destruction of their humanness, their character of their interest in learning (if such hassle is necessary), of their interest in living in the sterile confines of a place like Howe Hall. In short, what ever feeling they had for such places is covered over and made vile. Such reactions to the aforementioned conditions may seem extreme to some, but similar situations exist as commonplace for most people in Nova Scotia. Then the environment tends to assume similar conditions as one expects it to be. The structure of the situation makes the person feel dirty, destroyed; then environment better be the same way, so the solution is to destroy the environment so that the two - the imagery of structure and the structure are one and the same, since the structure is not really able to be grasped or fought. To sum up, Mr. Zed, a destructive environment tends to give rise to destructive activity.

Perhaps you should mention to Mr. Chanter that you have heard through the grape vine that the one remaining and apparently intact

continued on p. 5

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Letters

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(i.e. not destroyed psychologically and physically) residence house, Smith House, will be completely changed over from all singles to all doubles, and not coincidentally be used to house freshmen. (One wonders if the seniors would put up with such nonsense). Really, Mr. Zed, the one remaining home away from home might not last another year. I mean, look at all those first year students in there, tsk tsk... such youthfulness and ignorance, and irresponsibility....On whose part I wonder?

I really would like to be there when you mention this obscure thought to your friend Mr. Chanter, with whom you dine so frequently. It might even be worth the price of a meal in the dining hall of that great 'home away from home' on Coburg Road.

Yours
David Fiddler
Grad Studies
Sociology

Ed. note, author replies:
Mr. Fiddler:

As an active resident of Howe Hall for the past two years, I am well-informed as to the sentiments of the individuals within. The article was intended to illustrate the damage and disrespect of a minority of the residents towards their common property.

Mr. Fiddler: FACT: Last year on the 2nd floor Henderson House there was an amazing amount of damage--there were only two people per room last year!

FACT: This year on 2nd and 3rd floors of Henderson there is virtually no damage. These floors both contain "special doubles" i.e. doubles converted to triples.

I would like to think that it is a

structural as well as social problem exacerbated by the university as Mr. Fiddler seems to suggest. However, in view of the comparatively little damage on other floors with similar circumstances and the admission by some 4th floor Henderson people that it is only a handful of individuals who are responsible for the damage, Mr. Fiddler's comments, I feel, are valid but not pertinent to the vein of my discussion in last week's column.

These conditions (overcrowding in residence) are true, inexcusable and must be remedied by the university who have created this intolerable situation.

--L. Paul Zed

4th Henderson replies to Zed

To the Gazette:

We are residents of the 4th floor, Henderson House. In your last issue of the Gazette, your Howe Hall columnist, Paul Zed, presented what we consider to be a very one-sided and inaccurate view of our floor.

Several of us approached Mr. Zed

to discuss his article. Mr. Zed, however, seemed reluctant to discuss the matter. He flatly stated "I have no time for you".

We have found several faults with his article. Specifically:

1. The photo implied that the damage in the picture was done on the 4th Henderson, when in fact it wasn't.

2. Mr. Zed prepared himself for any rebuttal when he stated "at this very moment they are reading this article and yelling war whoops that they made the Gazette". Yet can he expect us to sit by while he more or less implies that we are ignorant animals? No group of individuals could appreciate this title.

3. Mr. Zed implies that all damage in Henderson House is done by residents of the 4th floor when in fact this is completely false.

4. Mr. Zed has obviously never been in the 4th floor lounge. The t.v. is in the same condition as when it was installed, as is the fridge. Mr. Zed admitted this fault in his article. He told us that he had meant another floor.

5. As for the rugs, Mr. Zed should wear his glasses!

In the future, Mr. Zed should take a closer look at the source of his

material. We're sure a more objective view of Howe Hall would have been more justified.

Yours sincerely,
Residents of 4th floor Henderson

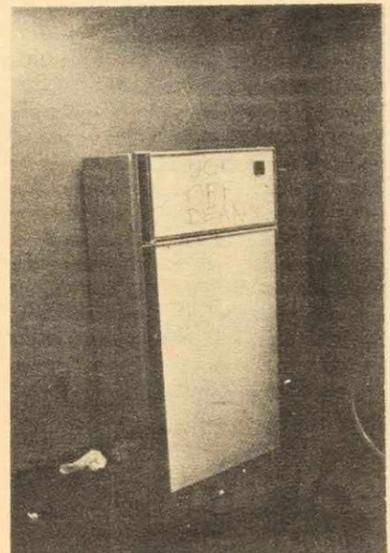
Ed-notes, author replies:

I wish to apologize for any false impression the reader may have received from a picture from the Howe Hall column in last week's Gazette. The picture was intended to be an example of the damage in Howe Hall at large and not only Henderson House.

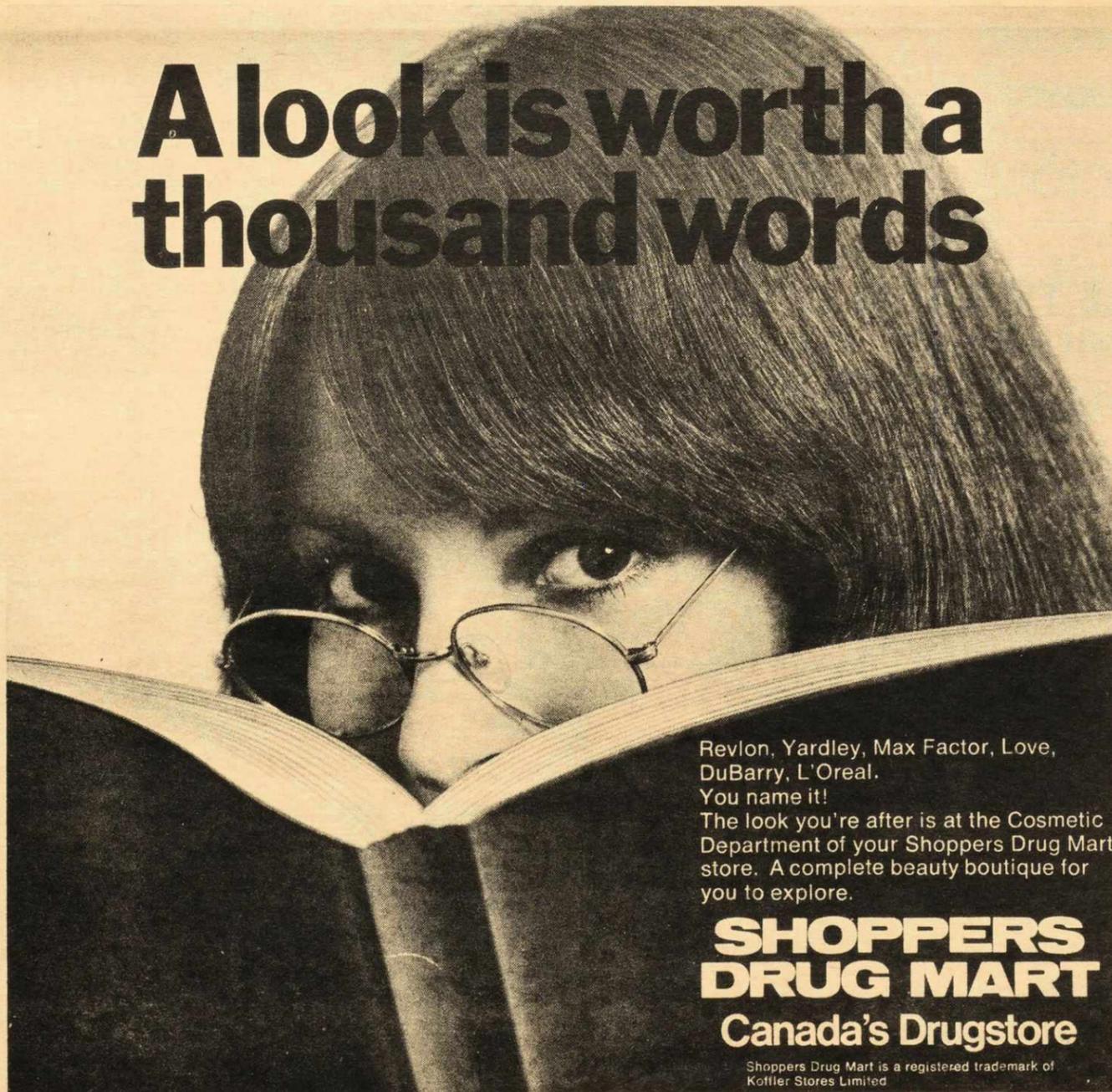
If one reads my article carefully he will note there is no exaggeration and as for implication it is your privilege to read into the facts what you want.

I submit these pictures of physical damage that I articulated last week concerning Henderson House 4th floor.

YOU DECIDE!!



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The lunch bucket

by Alan McHughen

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Saga Foods is making a bid at being here next year. But I'm not. I've had too much as it is. I've got to get out.

Dear Lunch Box,
 Is there any truth to the rumour that the coffee will cause a person to increase his height? If so, can I order a gallon?

Walking small
 Yes, but it also grows hair on your palms.

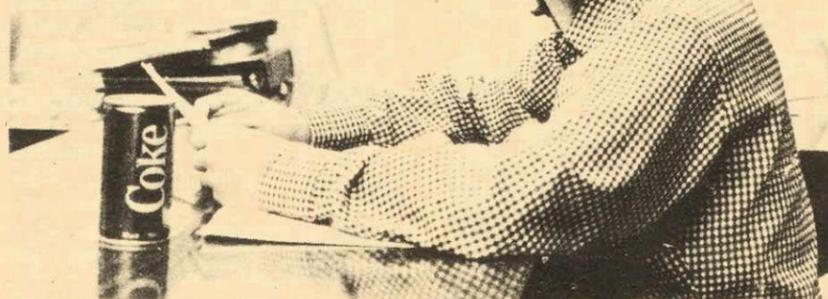
Dear Box,
 I can put up with the dirty cutlery, I can take the rubber doughnuts, and I can even drink the stump water coffee. But ... I can't stomach the oratorical rantings and ravings of Ken McDougall for dessert.

An Auld Acquaintance
 You're just taking it too seriously. I think Ken has the funniest column in the Gazette.

Dear Box,
 A month and a half ago I put a suggestion in the box about our favorite girl "Merle," and the idea of a raise in pay for her. She has got to be the hardest worker, in respect to her present rate of pay. I also suggested that if this was not possible, Saga should at least give her something for her loyal duty. How come no reply so far? You don't intend to sweep this under the carpet do you?

Appreciators of Merle's Services
 Appreciators of Merle's services??? After a letter like that, I have to ask- "What kind of services?" I didn't print your last letter because I don't print any letter that is derogatory to a third person, or any letter that is overly gross. You may well state that your letter was neither of those. And you are correct. But if I printed your letter, I'd also have to print all the letters that demand her resignation for incompetence. But I think she does alright, so I didn't print any of them.

Dear Box,
 Send some of your cooks down to S.M.U. as instructors for our grease-jockeys in our cafeteria.
 Frustrated McEnvious-SMU Student



As with our Commerce Faculty members, where do you think we got them in the first place???

Dear Receptacle,
 (I hesitate to use "Box" as it might be interpreted as a sexual slur.) Just passing through on my way to the annual ordeal, I stopped for a bite to eat, and after forty days in the desert even the food here tastes alright.

However, I must say that I am rather disturbed at Saga Foods duplicating some of my magic tricks. I thought I was the only one who fed the multitudes mouldy bread and rotten fishes. And I am even more pissed off at them for being able to change one liquid to another, although I still think that water to wine goes over better with an audience than dishwater (or urine, whichever it is) to soup. Next thing you know they'll put Chicken Little (thank you, Mr. MacDougall) in the freezer for three days and he'll come out just as bland as he is now. Have to run. If I'm there by three o'clock Good Friday the carpenters union is going to charge time and a half. Nine bucks an hour, and they never bring enough spikes. Hang in there,

J. Christ

Dear Mr. McHughen,
 Please don't take offense at J.'s letter-he always gets a bit irritable at this time of year.

G. Father
 H. Ghost

No offense taken. By the way, isn't it blasphemous to refer to J. as "he instead of "H"??

Dear Box,
 I'm glad to see that Soggy has installed a Honeydew shit dispenser. Unfortunately, the price of this new shit is quite unreasonable (shitty in fact). Love - with a mouthful of expensive shit,

Rolinabinowitz
 Didn't your mother ever teach you not to write with your mouth full? Anyway, I sympathize with your problem, but there is nothing that can be done about it. You can always switch back to the regular shit, but I doubt if that would make you any happier. You see, they are both the same price.

Dear Bucket,
 Where are the muffins early in the morning.

Anon.
 Have you tried looking in an English class? You might not find any muffins, but you may learn that a question mark generally follows a question. Muffins are a strange commodity. When they're put on the shelf fresh, they disappear very quickly. If they're stale, then they don't move for days. What you want is fresh muffin, right? Well, you have to wait until you see them coming out of the kitchen. Hide behind a post until they're put on the shelf, the swoop down and grab a handful. This is called 'going on a muffin dive! The problem is that muffins are not placed on the shelf early in the morning, because they are still being baked. If you can convince the baker, dough-boy Lenny, to come in during the night to bake these things, then they will be fresh early in the morning. But let me warn you, he's not easy to convince.

Dear Box,
 The other day I bought some fries and a sandwich in the cafeteria. Later, I was informed that there was no salt left. This complaint may sound petty, but I don't enjoy my food without salt. I think Saga should have posted a notice telling the customers this before I ordered my food since I was too embarrassed to ask the cashier to take my food back.

Salt Freak
 I don't think it's petty because I don't enjoy their food without salt. As a matter of fact, I rarely enjoy it with salt, but at least it gives a touch of class to the blandness. I doubt if there was no salt left, as there are bins of it in the basement. What probably happened was that the person working was too lazy to go get it. But don't stand for this insolence. Inform the worker that if you don't get salt, you won't pay. Then watch them move. If you are too embarrassed for this tactic, take your food back along the line and (look around to make sure nobody's watching) dump it in the Honeydew shit dispenser. This way, you avoid paying for something you don't want, but you also don't get fed.

Lunch Box,
 In regards to your Monday noon special: I was utterly appalled at the filth found dripping from the potatoe peels. Fortunately, I am not a potatoe peel eater but, to your apparent dismay, some are. A number of studies have conclusively demonstrated excessive nutritional value associated with the potatoe peel. In the future, I would kindly appreciate washed potatoes.

Future Miniter of Health and Welfare
 The added labour involved with washing each potatoe would mean an increase in price of the starchy succulent. Would you like that? Neither would I. There is, however, an alternative. Sinks are provided in the washrooms.

YOUR \$5.00 TO \$7.50
trypak
SOMETHING TO SAVE ABOUT

An open letter to the Grawood Staff

Patron, from le Patron which means boss.

On Saturday, March 20, after spending about 12 hours in the Tupper Building studying for my Medicine Comprehensive I was feeling a bit dry so I ambled down to the Grawood. After waiting in the line for 15 minutes, I was allowed in at 11:50. After going to my table, at about midnight the waiter showed up and that was all. At 12:15, Last Call time, I had to stand up and shout at the waiter that I had been there for 25 minutes and still did not have my Keith's. Well, I got my beer with the rejoinder that it was a bad night. I don't know what was so bad about it, from my observation the waiter was spending more time hustling women than doing his job. The other three people at the table

also had their orders forgotten.

On Wednesday evening, March 26, 1976, after the Medicine Comprehension, a few of my fellow Med Students and myself decided to go up to the Grawood for a few beers. While we were there, a member of the Grawood Staff appeared like a bolt out of the blue and picked up the empty bottles and in the process knocked over two beers on the table. There was no apology, no replacement of the spilt beer and no effort made at cleaning up the table. After about 20 minutes, I decided to do it myself, so I went up to the bar and asked for a cloth and was greeted with the desultory reply - "There aren't any." Well, that answer wasn't good enough, so I stood there and waited for some more productive pearl of wisdom to

drop from the waiter's lips - he very carefully looked over his shoulder and allowed as to how there was indeed a cloth in the sink and that I could go and get it and clean the table myself. So I went behind the bar, and while there I was rudely told that I wasn't supposed to be there by the same person who told me to get the cloth!

Furthermore the same evening we had two orders "forgotten."

I am not Ann Smiley, Bruce Russell, or Mark Crossman; my name is John Hamilton. Being the best known member of the Executive has its advantages - I do not get the A Number One immediate preferential, indeed deferential service that the average student gets - and generally the service is rotten. The name of the game is service,

the Students' Union is not performing a service to the staff of the Grawood, but that staff is supposed to be performing a service for the Union and to do it well.

I am not interested in how macho a waiter can be, I am not interested in how cool a waiter is, I don't give a damn about how well he can hustle women; I am indeed interested in good service, I do not want to spend ages waiting for a beer, I do not want to put up with rude and sloppy service, I do not want (or should have to) to clean off my own table, I do not want my beer spilled all over the table with no recompense or apology.

Summer is coming, and some of you people are looking forward to summer jobs in the Grawood, but I *continued on p. 8*

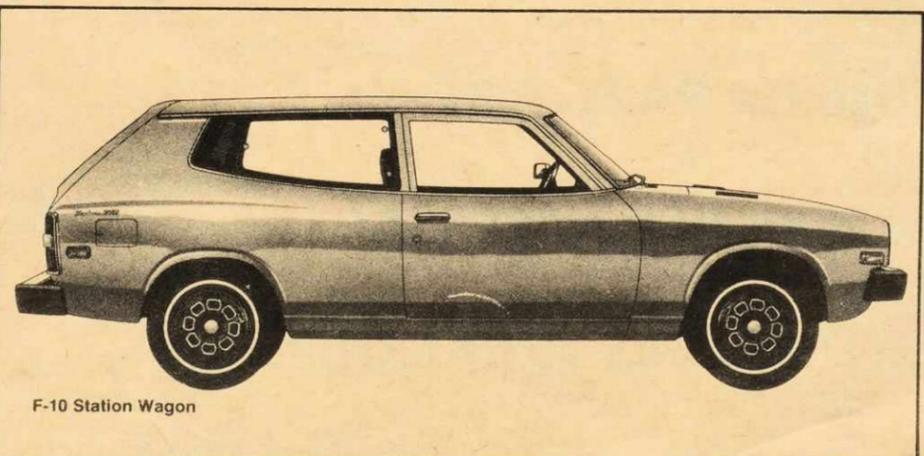
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F-10 Station Wagon

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Now look at the F-10's super performance features: the better traction and safer handling of front-wheel drive and a rally-proven 1.4 litre engine that delivers up to 40 miles per gallon in combined city/highway driving.*

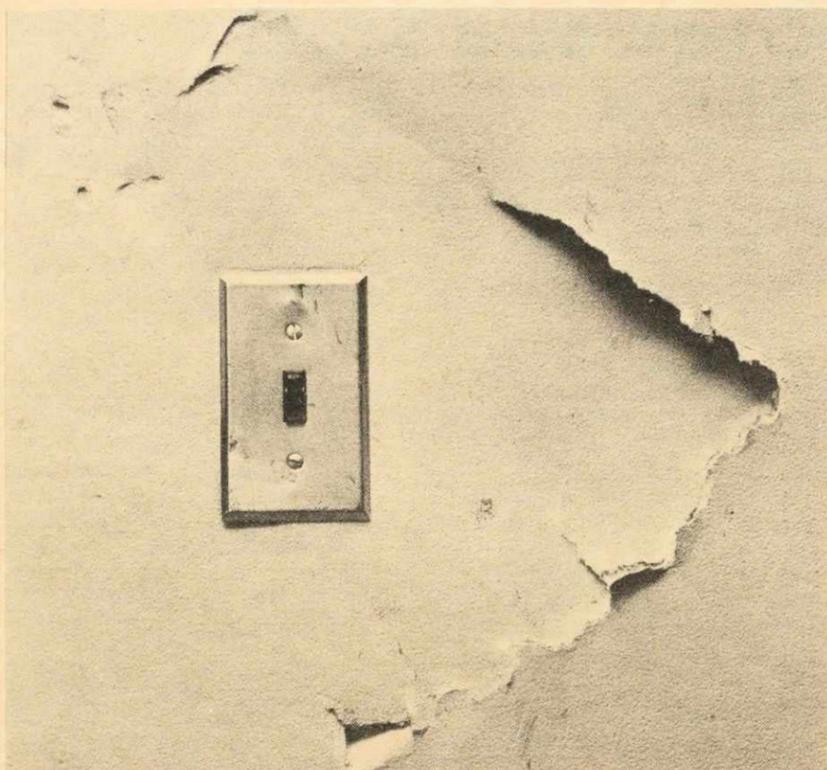
Fights Corrosion Better

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Letters

continued from p. 7 **Grawood**

am still on the Employment Board and co-chairman of SUB operations until May 1, and I may promise you that unless the situation improves radically, some of you may find yourselves looking elsewhere for work. Your performance has not been good enough and it must improve a lot or some heads are going to roll.

Angrily
John Hamilton
Med. Rep on Council

CUPE carps time cards

Local 1392
C.U.P.E.
Dalhousie University
22 March 1976

To the Gazette:

A meeting with labour (Maintenance Cleaners) and management was held at the Thermo Plant March 17. Charles Mosher and Bill Kelly, the two members representing labour were told that the main topic of discussion was to be the high cost of running the university, that

there are to be cutbacks in all departments within the University and that they would like the people who represent the different unions and associations to become involved more with the problems of running the University. We, the C.U.P.E. representatives of Local 1392, agreed.

Our first concern is **unnecessary expenses** in our own department (employee time cards). In a briefing with Professor Chisholm and the staff of the Thermo Plant we were told that the reasons for the time cards were a means of recording the time an employee worked or not worked, overtime, sickness, and time off for personal reasons. All this was for the purpose of having the information put on a file card and would be easily obtained at a moments notice. All this would not cost any more than our present time sheets. We say bull....

All the information stated above can be taken from the present time sheet. That was our suggestion at a meeting with Bernise MacDonald, Systems Analysis; Professor Chisholm, Bob Stuart, Charles Mosher, and myself, Bill Kelly, at the Thermo Plant. The answer we received to our suggestion came from Bernise MacDonald. She said that not all the people that work in the houses and fill out their sheets knew how to fill out the present time sheets properly. In other words, to the University it is easier to develop a new system plus many thousands of dollars in person hours than to take a handful of people for one day and train them in the present system for the information they want.

The time card would be pocket size. We asked if that was all that would be required in paper work. "Yes", they said. We found out after a few more moments that there would be another 4 or 5 sheets of paper to be filled out because of this time card. This as an added expense since we would still be using the present time sheets.

We have, in the cleaning department, three field supervisors who were hired to go around to the buildings and houses where the cleaners work, to see that the work is done and to assist the caretakers in the problems, supplies, or equipment that they would need. This, with their own paper work, would constitute a full day. They now will be doing the recordings from the time cards. Here is an outrageous waste of money; a group of people hired for supervising buildings at a wage of over one thousand dollars a month are now doing timekeeping. If the people in accounts and the time office are not

getting that kind of money, they better look into the matter. This added work they will be doing will cut down on the field work that they were originally hired for.

If System Analysis works this way when it comes to money, then we and the rest of the departments have no worry in getting anything required.

William J. Kelly
President
Local 1392
C.U.P.E.

Rape not spring prank

To the Gazette:

This is in reply to donalee Moulton's article, "Spring, C.P.'s and Sex Pranks". Halifax Rape Relief receives 2-3 calls a week from victims of rape or sexual assault. This is not a prank, nor is it necessarily related to the spring equinox; sex criminals are not seasonally employed. Incidents of rape occur on a consistent year-round basis, except they are on the increase--so much for the "spring fever" theory. Finally, it is unfortunate that the heading of your article gives the impression that the C.P.'s are somehow behind it. They may indeed be behind it, but in a different sense.

Let us consider other facts. According to volunteers from Rape Relief, the South End is the worst area in Halifax for sex crimes. This is a suggestive statement. Could it possibly be related to the concentration of university students--particularly females? This is the question which cannot be answered for the Campus Police, the City Police, and Rape Relief are highly reluctant to issue statistics. As a consequence, the potential victim is left with a false sense of security, so that I suggest that if this veil of ignorance is designed to prevent us from an upset, it is high time we became upset. In conclusion, having had a difficult experience one night on Coburg Rd., I am reluctant to believe that only two or three others share the same experience--I do not believe it.

Heather MacQuarrie, Arts II.

The Mummers Theatre Troupe of Newfoundland will explore some of the problems of underdevelopment --and what it has done to Newfoundlanders -- in a play called "What's That got to do with the Price of Fish?" at St. Mary's University April 3 and 5.

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Campaign for jobs, loans, and bursaries

The JLBT Committee (Jobs, Loans, Bursaries and against Tuition Increases Committee) was formed on Saturday March 27, 1976 by a group of students who participated in a show of interest at the Provincial Legislature on Thursday March 25. On that day, the students councils of Nova Scotia presented a brief and a petition with 5,000 students' signatures to the legislature, voicing students' concern about a direct decrease of at least 2584 summer jobs, changes in the Student Loan program, decreases in the student bursary program, tuition increases and residence cost increases. More than 75 students, representing most Nova Scotia universities sat in the gallery of the House. The opposition's questions on the subject of student problems met with favourable response from the students present. The government did not.

The JLBTC was formed to work against the educational cutbacks and to inform students of the situation facing us.

That situation is:

JOBS

- The overall unemployment rate for Nova Scotia is, according to Nicholson's budget, 8%. The unemployment rate in Canada for the 14 - 24 age group is 15%.
- The summer make work pro-

jects, both provincially and federally are being cut back.

- OFY cutbacks mean the loss of 2384 jobs in Nova Scotia alone. (This figure represents 16% of the total student population enrolled in post-secondary institutions in N.S.)
- Cutbacks in the N.S. Social Services department mean the loss of 200 out of the total 300 jobs. There is no official word from the other government departments.
- Jobs lost due to the cutback in the LIP program are not yet public.

LOANS AND BURSARIES:

- Overall expenditure is being cut by the N.S. government from \$6.1 million to \$4.5 million.
- The total allotment for bursaries is being cut by 24% so that either each student receives less money or there will be fewer bursaries given out. There has been no increase in the size of the bursary students receive in 3 years. In that time the cost of living has increased 39%.
- There is a possibility that the required student contribution from summer earnings will be raised from \$700. to \$1000. It is still unknown if the parent contribution will be increased.

TUITION INCREASES:

- University administrations are raising tuition fees since the claim that the new grants from the provincial governments do not cover their increased costs even though the grants per university are higher.

College

- College Ste. Anne
- Acadia
- Kings College
- Dalhousie**
- N.S. Technical College
- Mount St. Vincent
- St. Mary's
- N.S. College of Art & Design
- Agricultural College
- St. Francis Xavier
- College of Cape Breton
- N.S. Teachers' College

- Teachers' summer school courses at all institutions are being raised from \$75. to \$150. by the government.

Tuition

- \$25 / term
- under discussion
- not public
- not public**
- not public
- proposed \$20 / term
- \$25 / term
- \$25 / semester
- \$25 / term
- \$20 / term
- not public
- \$100 / term

Residence

- not public
- not public
- being raised
- \$165.**
- not public
- not public
- not public
-
- not public
- not public
- not public
- \$25 / semester

All across Canada students are facing the same situation. In New Brunswick, Ontario, British Columbia and Quebec, students are organizing. We cannot allow university education to become once again the privilege of the rich!

The JLBTC asks Nova Scotian students to actively oppose the educational cutbacks. We call on students, faculty and university workers to work together.

A Strategy session of the JLBTC will be held on Thursday April 1, 1976 in Room 316 of the Dal SUB, at 6:30 p.m. where we will present our program of action for discussion.

RESIDENCE AND FOOD INCREASES:

- The costs for living both on and off campus have skyrocketed. From 1971-1976 the increase in the cost of living in Halifax has been 55%. Further increases by the universities are planned.
- Dalhousie will continue its "experiment" in Howe Hall of putting 2 students in a single and 3 in a double.

B.C. gov't eliminates university

VANCOUVER (CUP) --- The acting administration president of Notre Dame University in Nelson B.C. failed March 16 to get a firm commitment from education minister Pat McGeer on the future of NDU.

Val George said McGeer told him any decisions on the future of NDU would have to be made through the Universities Council - not by the man responsible for making educational decisions in B.C.

"I was told what we had heard before, through press releases - that we must work through the council", George said.

He described the meeting as "fruitless".

"The last thing we heard from the council were their recommendations, and we thought this was an opportune time to talk to the minister."

"But he just threw it back in the Universities Council's lap," George said.

Early in March the Universities Council recommended the provincial government continue to fund NDU for the coming year, on the condition that NDU offer only third and fourth year courses, while Selkirk College in Castlegar take over the universities first and second year courses.

The Council also recommended that NDU share administrative costs with other institutions in the area, cut back on its faculty because of the program reductions, and transfer its capital assets, lands and buildings to the provincial government.

George said he agreed with some of the council's recommendations, but said the university could not make any plans "until we have some assurance we can continue to operate as a four-year degree granting institution."

"It is hard to discuss details about the immediate future without this assurance," George said.

George said he was aware that one of the council's major recommendations, if followed, assures that NDU will not continue to have a four year program, but said it was

the university's position that education in the Kootenay's would suffer if there is no guarantee of such a program.

"We think it (the Universities Council plan) doesn't give any basis for a cohesive four-year program. That is our main area of disagreement."

"The issue of the university's continuance is entirely financial to

them, but that is minor to the real educational issues," he said.

Deputy education minister Walter Hardwick has expressed concern over the high per student cost at NDU compared with costs at coastal universities. The University of British Columbia's per student cost is \$2,000, while NDU is almost \$4,000.

But George said the government

would actually save very little by its cutbacks at NDU.

"There is no very significant saving at all. By the time you've added up things like severance pay for terminated faculty members you don't save very much at all," he said.

"And there is no continued assurance of any continued funding after next year," he said.

NUS annual meeting

OTTAWA (CUP) --- The fourth annual meeting of the National Union of Students this summer will probably be the most important in the four-year history of the revived national student organization.

The major issue which the expected 150 delegates will have to deal with when they meet at the University of Winnipeg May 12-16 is how the national union will serve its greatly increased membership and spend its vastly augmented resources next year.

At the start of the 1975-76 academic year, the national union had a membership of about 120 thousand post-secondary students from 20 institutions, and a budget of about \$58 thousand.

Next year, as a result of a referenda campaign approving an increase in annual fees from 30 cents per student to \$1.00 per student for member institutions and the budget for the 1976-77 academic year will almost triple to

approximately \$165 thousand.

NUS executive secretary Dan O'Connor feels the "major overall issue" of the May meeting will be "how students of Canada are going to work together next year to deal with impending government decisions on financing post-secondary education, student aid, and the question of accessibility."

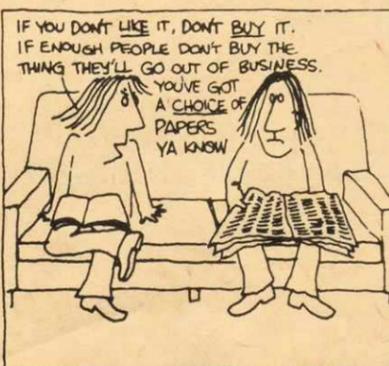
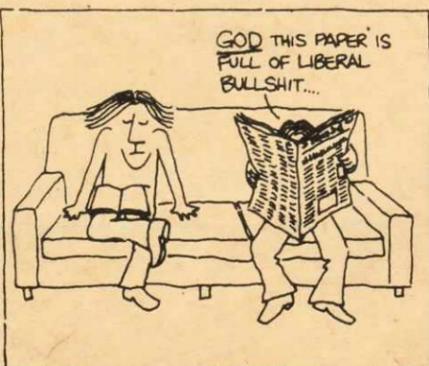
But this issue will surface in resolving the practical question of how NUS is going to allocate its new resources in providing national co-ordination for this work next year, "the first year in which NUS has reasonably adequate resources."

An almost certain result will be increasing the number of full-time staff. Presently NUS has two roving fieldworkers and one person in the Ottawa office. Next year the anticipated budget could provide for up to eight additional people, but the exact number will be decided at the Annual Meeting.

Another question will be how to allocate the new personnel, and the possible establishment of one or two regional offices outside of central Canada.

The delegates will also have to take a position on the possible restructuring of the national organization to provide for the amalgamation within NUS of the various provincial and regional student organizations across the country.

Besides all of the budgetary and organizational matters, the meeting will also have to establish and review NUS policies in a number of key areas, including housing, student unemployment, the effectiveness of federal manpower training programs, and the issue of changes in community college curricula which reflect more closely the needs of the labour market rather than the educational needs of the community.



Failure of Canadian universities to meet Canadian needs

reprinted with permission from the Toronto Globe and Mail by Jeff Sallott

OTTAWA — When the National Museum of Man needed qualified researchers to study Canadian folklore, the museum turned to scholars from the United States, Ireland and Israel because no trained Canadians could be found.

Because of a shortage of training programs in Canada, nine of the 15 interpreters for Parliament are non-Canadians. Four of the six Canadian interpreters were trained in Switzerland, Argentina, Great Britain and the United States.

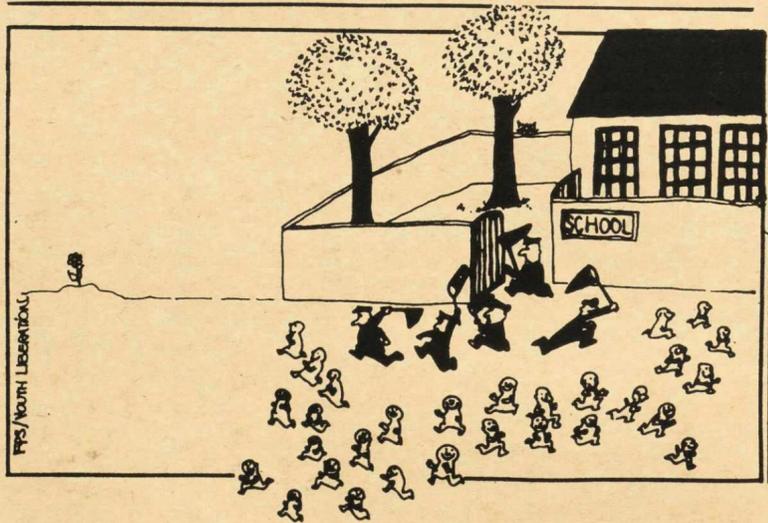
Applicants to Canadian law schools must take an admissions test written and administered in the United States.

These and other examples of the apparent failure of Canada's post-secondary education institutions to meet Canadian needs were documented yesterday in a report on Canadian studies written for the Association of Universities and Colleges of Canada.

The report by Professor Thomas Symons, the AUCC's commissioner of Canadian studies, concludes that Canada's universities and colleges have neglected Canadian content in curriculum, because of "indifference or even antipathy" and have failed in many instances to train Canadians to deal with uniquely Canadian problems in the sciences, professions and arts.

Prof. Symons, the former president of Trent University of Peterborough, documents the wholesale importation of foreign faculty which occurred during the rapid expansion of Canadian universities in the 1960s.

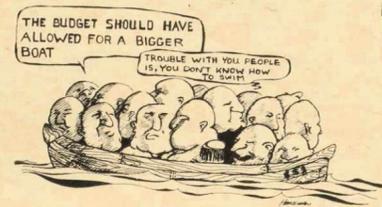
YOU CANNOT ORGANIZE SUCCESSFULLY WITHOUT EDUCATING



YOU CANNOT EDUCATE SUCCESSFULLY WITHOUT ORGANIZING

For example, about 40 per cent of the economics professors of Canadian universities maintain foreign citizenship. About 46 per cent of geography professors are non-Canadian. About 35 per cent of political science professors are non-Canadian. About 60 per cent of anthropology professors are non-Canadian.

Some U.S. sociologists on Canadian faculties "were even forthright enough to tell the commission that they would not hire Canadians ... because 'once one hires a few then they will be pushing for more and more'."



These large percentages of foreign faculty undoubtedly contribute to the lack of Canadian content in curriculum, Prof. Symons says. But he rejects the demands of many young Canadian faculty members to set quotas on course content.

Prof. Symons, who is also chairman of the Ontario Human Rights Commission, says content quotas are unworkable.

In his 350-page report, titled To Know Ourselves, Prof. Symons also rejects arguments that knowledge knows no nationality and Canadian content in academic studies, particularly the

sciences, is irrelevant.

Such arguments are intellectual snobbery, he says.

"There are few other countries in the world with a developed post-secondary educational system that pay so little attention to the study of their own culture, problems and circumstances in the university curriculum," the report says.

However, Prof. Symons told reporters he is optimistic that this situation will change, largely because of public pressure that was made evident by the more than 1,000 briefs and 30,000 letters received by the commission.

Industry and government in some cases have shown a greater acceptance of the principle of Canadian studies than the academic community, he said.

The report says, "Many scholars and administrators at Canadian universities have adopted, or accepted, the attitude that Canada is not a sufficiently interesting subject for study and research. Going further than this, some obviously feel that Canadian problems, events and circumstances are, almost by definition, of only second-rate importance."

But throughout the report and during questioning at a news conference yesterday, Prof. Symons refused to single out specific individuals or institutions.

"I don't think it would be helpful," he said.

In many instances there is a relationship between the high percentage of non-Canadian faculty and the lack of interest in Canadian studies, he said.

But Prof. Symons refused to say whether the next volume of his report, which deals with staffing questions, will recommend hiring quotas. The volume should be released later this year.

The report, the result of three years of work by Prof. Symons and 15 researchers, describes failings and makes recommendations in virtually every academic discipline and field of study.

In hearings and briefs, the commission was told repeatedly that foreign dominance of faculty has resulted in an unsympathetic or even contemptuous attitude toward Canadian studies.

"The commission concluded that substantial grounds for complaints of this nature existed and continue to exist. In some cases they are the product of accidental circumstances, but in others Canadian studies have been deliberately ignored or restricted."

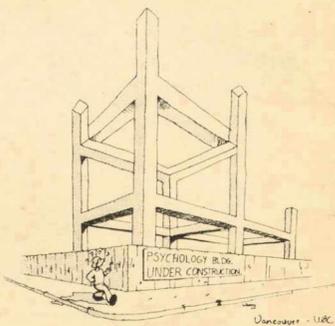
Only 8 per cent of the English courses in universities deal with Canadian literature in any substantial way despite keen student interest, the report says. "The commission is prepared to argue that there is now a substantial body of Canadian literature that merits such study for its own sake."

At the postgraduate level some "long-established universities seem to have made it a point of honor to avoid offering courses" in Canadian literature.

Investigations by the commission revealed that graduate students and young faculty were frequently discouraged "or even warned away" from the field of Canadian literature because it "would be detrimental" to their prospects for advancement within the profession.

Universities have shown inadequate attention to resource and agricultural economics research and teaching despite their importance to Canada the report says. For example no university offers a grain-marketing course "in spite of the significance of wheat and other grains to the Canadian economy."

Although Canada has the second-largest land mass of any nation "geography appears to be a neglected discipline at a surprising number of Canadian universities."



Less than 25 per cent of the geography courses offered at Canadian universities deal with Canadian geography the report says. "At several universities more intensive study is devoted to the geography of areas of Africa, Europe and Central and South America."

The latest edition of the National Atlas of Canada depends on census information that is 14 years out of date because the federal Government didn't provide adequate resources to bring the volume up to date.

Many historical Canadian maps have fallen into the hands of foreign collectors.

Only 20 per cent of the history courses at universities deal with Canadian history, although 34 per cent of students take Canadian history courses. This "suggests that in this field, as in many other, student interest (in Canadian studies) is well ahead of the course structure."

High school and university students have a woeful lack of knowledge about Canada's political system, the report says. Professors complained that many students didn't know the distinction between Canada's parliamentary system and the U.S. congressional system, or between a state governor in the United States and a provincial lieutenant-governor.

About 28 per cent of the undergraduate courses offered by university political science departments are Canada-oriented.

No academic book has ever been written about the Liberal Party.

Sociology and anthropology departments are dominated by foreign faculty, the report says. "No doubt both academic snobbery and the old-boy

network played a part."

The problem is compounded because most of the Canadian sociology and anthropology professors received their post-graduate training at foreign universities.

The U.S. domination of sociology programs has produced "incongruous and even absurd" results, such as courses on race relations and cultural pluralism ignoring French-English relations, Canadian multiculturalism and native peoples while analyzing race and ethnic relations in the United States.

"There is, indeed, a real danger that sociology, and perhaps to a lesser extent anthropology, as fields of scholarship in Canada will become so oriented to American interests, values, methodologies and research priorities that they can no longer serve the academic and social interests of this country."

No Canadian has ever written a textbook in the field of international relations for Canadian university students, the report says.

Inadequate Canadian research in this field has caused Canadian diplomats to rely on U.S. technical data at such international conferences as on the Law of the Sea.

Although Canada is officially a bilingual country, "there is an acute shortage of skilled Canadians in both interpretation and translation. Consequently, it has been necessary for some item either to hire non-Canadians for positions in these fields or to depend upon international schools, principally in Europe, for the training of Canadians."

Graduates of universities and colleges should be

able to understand both of Canada's official languages and "have some ability to converse in the second language," the report says. Institutions of higher education should set this as a basic objective and it should be supported with more money from the federal and provincial governments.

Universities should reintroduce proficiency in a second language as a requirement for a postgraduate degree.

In the area of the performing arts there has been a tendency at some universities to insert merely a token Canadian play, opera or ballet in courses.

There is very little published material about the performing arts in Canada. "For example, not one Canadian musical, not even Anne of Green Gables, is available in print."

Although there may not be a Canadian school of philosophic thought, a substantial number of Canadian works in philosophical literature exist. "Sometimes unfortunately, it appears to be better known and more highly regarded abroad than it is at home."

About 40 per cent of philosophy professors are non-Canadians. "However, other factors have also clearly contributed to the neglect of Canadian studies in philosophy, including the simple ones of academic snobbery, reluctance to deal with the obvious and deference to the priorities of prestigious scholars in large metropolitan societies."

The commission's research was financed with a \$250,000 Canada Council grant and several smaller private grants.

Restoring the universities in Canada

reprinted with permission from Canadian Forum March '76

by Joan Davies

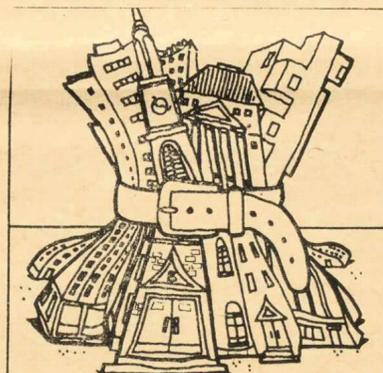
The problem of the universities is not that they do not have enough money, but that the conditions under which they receive the money make it difficult for them to plan seriously, and that their attempts at meeting the criticisms of governments and newspapers lead them deeper into a financial morass. Economists' predictions of the ratio of job-specialties to university qualifications have been shown over the past decade to have been invariably miscalculated. Liberal educationists have been equally wrong in their perception of what the great mass want or need. The continuing university crisis is at least partly due to the unholy alliance of educationalists and market economists who have conspired to influence governments that everyone should go to the university and that all the courses should be geared to the market demands or to the 'psychological' needs of students.

If "relevance" was the keynote of the 1960s, it soon became apparent in the 1970s that this meant "jobs", in spite of the metaphysical prognostications of Herbert Marcuse and Mario Savio. If we use radical analysis in the context of a capitalist market economy, there is no doubt that the radical stance will be used by the capitalists for their own ends. The language of Ivan Illich became a stick to beat the universities into submission. The argument went: "If the students really believe that the universities are irrelevant for contemporary society, and if they are as elitist as they say, then let's open wide the curriculum so that everything 'relevant' is admitted, and relax the entrance regulations so that everyone can gain admission. Then we will be able to introduce the market mechanism so that knowledge becomes entirely subservient to the needs of the market economy. Clark Kerr and Tom Hayden can sit round the same table and capitalism will, once more, have been saved."

The effect of this thinking was to swamp the universities with students who were incapable of coping, in spite of open curricula, and who shrewdly, realised that unless they trained for specific occupations, they would be permanently unemployed. Universities therefore spawned large departments of business administration, law, social work, counselling, and relegated those exciting courses on Zen Buddhism and Marxist Deviance to side-shows in the great game of economic life.

Some societies (such as the USA) were caught up in the trap of relating entrance requirements to sectoral aspirations. To attract Black, Puerto Rican or Indian students (not to speak of women), courses and programmes were offered on the

relevant thematic issues, and financial incentives and quotas were established which were meant to ensoothe the minorities in the system. The effect of this on the one side was to accentuate the social differences: Black is beautiful, Chicano is beautiful, Women are beautiful, and so on. (To attend an American Learned Society meeting is to witness the fragmentation of knowledge at its worst: at one such that I recently attended there were no fewer than 40 sectoral caucuses,



including 6 Black and 5 women's groups.) On the other side, in the absence of any other integrating mechanism, the constraints of the market began to dominate the rationale of knowledge. Black students sought to explore the black experience in industry, education, politics and sport. The terms they used were those used by any one who was part of the system. The major difference was that their stance defied and defeated the system without offering an alternative. To be apart from the system was to be part of its essentials.

In the January-February issue of *Society* a series of US educationalists debate the implications of accountability and of catering to the social segments. The message is frightening. Liberalism without the theoretical core provides nothing more than job and curricula trade-offs. The university becomes a microcosm of the market-place and a battlefield of government-racial disputes. Quality, knowledge and ideas are in second place behind the evident need to cater to the requirements of the clientele who define knowledge largely in terms of fragmentary demands. Nobody wins because in such a free-for-all there is no basis for satisfaction.

This may seem a strange time for such a harangue, when the Ontario government has voted a thumping 14.4 per cent increase in

university financing for 1976-77. But it will not happen again, and the universities had better realize it while they rake in the money. Some years ago C.B. Macpherson argued that what we need is not the "liberal but the critical university." By opting for liberalism (which all governments supported) the universities abdicated their claim to be critical. The market mechanism was never a good judge of quality. By abdicating to it, the universities have placed themselves in the increasingly dangerous position of being ruled by the division-of-labour that characterizes the rest of society.

The problem now is to recognize that the universities have a year of grace to get their house in order, not only in Ontario but throughout Canada. This requires:

- i That they press for an abandonment of formula financing in favour of block grants on a 3- or 4- or 5-year period in which the sense of market control is absent, or at least seriously reduced. (Then, perhaps, we can begin again to talk about 'students' instead of BIUs, and teachers or professors instead of FTEs.)
- ii That they re-introduce entrance requirements for university admission (they need not be concerned about the ghost of the old tests: at least we have learned much about testing in the last decade).
- iii Consequently that they aim to reduce, not increase, the number of students.
- iv That they vastly improve their adult education programmes which recognize that knowledge, not degrees, is what the mission of the university is about. (They might take another look at the Workers' Educational Association in Britain, the Adult Education Programmes in Denmark, Germany and Poland, and, nearer home, the Departments of Extension at Memorial and St. Francis Xavier Universities.)
- v They might begin to recognize that universities do not create anything, but that without them we would have no plays, novels or music, that the greatest volume of research is conducted by governments, but that the most effective research is done in universities.

The problem of the past decade is that rather than having been asked to take a look at their own practices, the universities have been asked instead to take a look at social deficiencies outside and to cope with them. Rather than dealing with social inequalities in economic life, governments found it convenient to dump their social incompetencies on universities, and the professors (God bless them) were only too willing to save their guilty consciences and oblige. Now that the honeymoon is over, the universities might settle down to working out a financial arrangement with governments which allows teachers to teach and governments to govern.

Criticism from the consumers

by Gene Allen
reprinted from The Varsity

The notion of students judging their professors is to some people a fantastic anomaly, stranger and more bewildering than a dog quoting Shakespeare. Do criminals, they ask rhetorically, evaluate magistrates? Do penitents criticize their confessors? Well then, why should students judge their professors?

While such analogies are admittedly farfetched, they preserved an essential feature of the argument against student representation in academic decision-making. This is the idea that students are passive, that their education is and must be something that happens to them through the benevolent agency of the professor, who, like a parent, knows best.

On this view the student is an empty vessel; a tabula rasa. S/he lacks something, a certain body of knowledge, which the professor by definition has and will do his/her best to impart. If the professor actually does impart this specified body of knowledge to the student, the enterprise is deemed a success, the student gets a degree, and everyone goes home happy.

Marking is consistently too hard or too easy; or is inconsistent among several sections of the same course. Bell-curving, while it provides an appearance of fair marking, is a poor substitute for adequate evaluation of students' work.

The professor is simply incompetent in the subject area. This is rare, but it has been known to happen. She/he just doesn't know what she/he's talking about.

Such typical complaints reflect the concerns of the student-as-consumer. Education is a commodity which the student is required to pay for, and she/he wants to

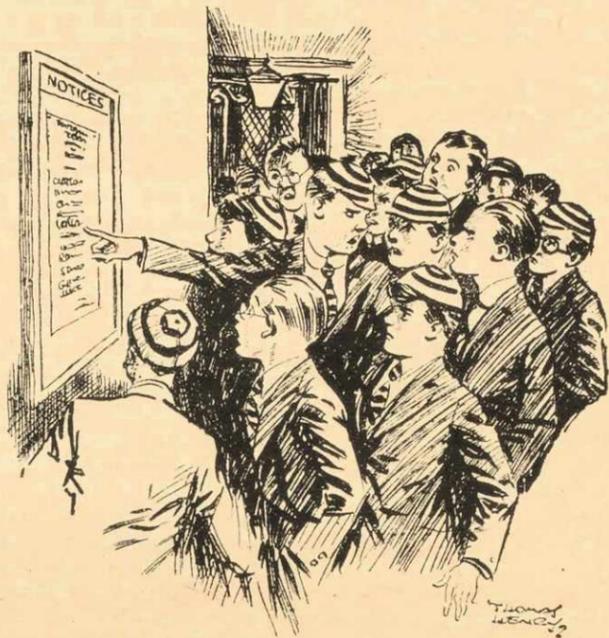
get the most for his/her money. This is certainly a reasonable request, particularly in view of the extremely high cost of university education. One year's tuition is now about as much as the price of a good used car, and selling used cars with no brakes can get you into trouble. While it seems unlikely that the university will be hauled up before the Better Business Bureau, many students consider course union activity as a way to make sure that the product lives up to its pitch.

Course Unions

The conception of the role of course unions in influencing the quality of education is based on the course evaluation. Course evaluations usually take the form of questionnaires handed out to students at the completion of a course, asking for answers to questions about how the course was organized and taught. Typical questions asked one course evaluation questionnaires are, "If you knew last September what you know about this course now, would you have enrolled in it?"; "How would you rate this lecturer's ability to communicate his material?"; "Were the tests and exams in this course too easy or too difficult?". Responses are then compiled and published so that students will have some idea of what to expect in a particular course.

Statistics never lie?

In some departments course evaluations are reported in a purely statistical form, reflecting the breakdown of answers. For instance, in answer to the question "How helpful were the lectures as an aid to understanding the subject matter of the course?", 26.2



percent of the respondents in one course said "very helpful", 13.2 percent said "not very helpful", no one said "useless", and 15.8 percent said "confusing".

But there can be no doubt that what one student considers "helpful" is "useless" to another. Students enter courses with widely differing aims, talents, and standards, so that the appearance of "objectivity" presented by statistical course evaluations is a misleading one. Most course unions have recognized this difficulty, and use the statistics as a background for subjective and interpretive evaluation of a particular course by one student.

The greatest discrepancies among students' evaluations of professors occur when a professor's attitude toward students is taken

into account. The question whether a professor speaks loudly enough admits of a clear answer; but by contrast what one student considers arrogance on the part of a professor may be seen as a stimulating intellectual style by another. Consequently, answer to questions on matters such as a professor's willingness to answer questions and consider alternate points of view on a subject will depend on the student's own conception of the purpose of education. A student who feels students should be treated as children will react differently than one who feels students are to be treated as adults.

Professors' attitudes

Furthermore, attitudes are difficult to pin down except in extreme cases. Few are as forthright about their indifference to teaching as the senior professor who spent the first meeting of an upper-year seminar course explaining to students why they shouldn't take the course. An incredulous student reported, "She/he was very alienating. She/he said she/he hadn't done any reading in the subject area for the past three years. I've done lots of reading he hadn't done. He made it very clear he was much more interested in departmental bureaucracy".

One professor who gets very poor ratings on course evaluations year after year pins them to his/her door, underlining the most damning comments with a kind of perverse pride.

"Most specialists in the subject have to take a course from her/him whether they want to or not, and she/he knows it", a student involved in the course union said.

But more common than outright contempt for undergraduates is indifference to teaching. One student complained that, although she was in a small seminar course, it was not until halfway through the year that the teacher became aware of the students' names.

'Best' courses of ten worst

Traditionally, professors have seen themselves as "scholars" rather than "teachers". The main thrust of the present student campaign for parity representation on tenure committees is to ensure that this imbalance is corrected. Paradoxically, sometimes the professors who have succeeded in mechanizing their courses to the greatest extent are evaluated most highly. This occurs when it is the aim of both student and teacher to have the course proceed above all as painlessly as possible.

Thus the evaluation of a professor's attitude depends on the

But they all look like logarithm tables

by John D'Orsay

At Dalhousie there appears to be little enthusiasm for either course evaluation or student participation on tenure committees. At least among students the idea that students can effectively participate in making decisions about their daily existence qua students is received as, at best, idealistic and, in some quarter, as an impractical proposal of irresponsible revolutionaries. Consequently, participation by students in departmental decision making is so limited as to be almost invisible and in most departments is at sufferance of the faculty. The aspect of sufferance is key since the university's administrative structure is so far from democratic that the faculty has very little power to share; which accounts for both the boring meetings and the desire of the staff to be jealous of their privileges. Both staff and students will have to be much better organized to ever be effective in participating in decision making at all levels.

Course evaluations have existed at Dalhousie for some time with the student union taking responsibility for this area four years ago and producing a series of "Anti Calendars" which have become progressively more refined in construction and presentation. Recent experience indicates that the faculty see them to be of more value and are much more willing to accept the philosophy of course evaluations than students.

Briefly; there are three purposes to evaluating teaching performance: (1) as a service to students in selecting courses by giving them the benefit of students judgements from the previous year. (2) as an aid

to faculty members who are conscientious enough (or worried enough) to try to improve their effectiveness as teachers. (3) in those occasional cases where teaching ability enters the criteria for promotion, reappointment or tenure the course evaluation may be used. To satisfy all three of these demands the evaluation has to be detailed, replicable and designed in such a way that varying perceptions of a feature by students do not conflict in such a way as to produce meaningless results. Typically one is lead to combine these elements in a highly structured questionnaire so that each student expresses an opinion on a number of common points. Imagine asking two students about a course in which there were video tape cassettes, films and lectures. If we ask "what do you think of the course", one says the films were great the other the lectures a drag.

Can these two be combined in this form? No. However, if we ask (1) How important were video cassettes, films, lectures and labs to the overall composition of the course? (2) How would you rate the films, lectures, labs, and video cassettes? We might have some redundancy in a course that only had lectures but our two students have now had to give us their opinions on all the aspects of the course and have provided us with a means of developing a relative weighting. Of course, we had to ask eight questions where before we only asked one but we now have comparable data so it would appear that we have made a better use of the students' time.

The aim in course evaluations is

to break teaching down into as many characteristics as are meaningful (which is realistic) and assume that teaching ability is some sort of aggregate (which is debatable) or combination of these features. Also if a student is asked something about his own motivations his answers can be weighted, at least in theory, to reflect the biases he might have. Of course, we choose characteristics which are of the type that can vary from black to white to give an identifiable shade of grey rather than ones which require the answers red, orange, blue, green, yellow to be mixed. Naturally, the result is that any picture we produce is a black and white presentation rather than living colour.

One cannot assume that the students start their education with a blank mind. If that were the case teaching ability could be measured by merely taking the increment of knowledge by the students on a subject. Students all start with some skills; reading, concept manipulation; and the ability to teach is the deployment of these skills to produce the effect of an increment to knowledge.

Finally, it should be noted that while acceptance of course evaluation by the faculty is not universal, in past years some 70% of those asked have co-operated by circulating the questionnaires. This level of participation can be expected to vary with changes of faculty's perception of the malevolence / benevolence of the student sponsorship of the activity, thus confidence and co-operation is important to bear in mind when talking of alternatives.

continued on p.13

continued from p. 12

student's reasons for being at university. For the student who is solely interested in getting good marks on tests, a course may seem well-organized; while a student who has broader interests will find it dull.

Attitudes are not so easily modified as marking schemes. A particular manifestation of an attitude may be eliminated, but the attitude remains, to be expressed in different ways. Yet some student organizations feel lobbying tactics will be most successful in increasing professors' concern with teaching quality at the university.

Cynicism

This approach is based on a frankly cynical view of the possibilities for democratic decision-making within the university (and ultimately, in any institution). Real decisions are made, according to one course union executive, through "the door-to-door network"; corridor manipulation is the rule, and the university's formal governing structures serve merely to legitimize decisions which have, in effect, already been made.

If this view is accepted, students interested in improving the quality of teaching are best advised to learn techniques of corridor manipulation themselves; to refrain from "alienating" professors by making "unreasonable" demands; and to forget about student representation on "boring" committees which don't have any real power anyway.

Such a position is, in effect, an admission that students will not achieve significant influence on the decision-making process. But influence based on lobbying is no influence at all. Any success such an approach may have is only the professor's sufferance; there is no guarantee that the student position will be taken into account.

On the contrary, if the university is a legally constituted institution, which it is, certain of its decision-making bodies have specific powers which only they can exercise.

One such decision-making body is the tenure committee, the body which decides who is to get permanent appointments and who is not. If students gain representation on these committees, their concerns about teaching quality cannot be ignored as they can be

under the present system, and as they can be under even the most sophisticated lobbying system.

Quality teaching

Finally, it must be realized that the phrase "quality of teaching" has a broader application than the consumer's-rights objections indicate. That is, students are concerned not only with how well certain specified objectives are carried out in the classroom, but also with what objectives are to be pursued. Students have a stake in the content of their education, as well as in its style.

This realization raises problems which should not be dismissed just because of their difficulty. What is the purpose of education? To get a job? To get a degree? To comprehend the platonic forms lurking behind the mundane surfaces of reality?

There has traditionally been an opposition between science and humanities students on this point. Science students, it is claimed, are only interested in learning certain specific techniques.

Since Einstein, scientists have been increasingly concerned with the use to which scientific developments are put. Granted, the difference in time required for elementary training, then, there is really no difference in the concerns of science students and economics or social science students who claim the content of their education is geared

toward an uncritical acceptance of the world as it is.

Only students can define for themselves what they hope to get out of a university education. But they should be encouraged to make a positive decision and not passively accept decisions made for them by others.

Students have no interests more immediate than those relating to the quality of their education. Student representation on tenure committees will ensure that these interests are adequately defended.

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Please return all overdue books and settle all outstanding fines and bills with the Library before the end of term. Marks will be withheld and re-registering for future courses is not possible while they remain outstanding.

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Canadian University Press is hiring for September 1976:

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GENERAL NOTICES

Consumer Advocate **Ralph Nader** will be speaking in Halifax tonight.

The lecture, on "Canada's responsibility in selling **CANDU** reactors" and, of course "Consumer Protection" will be held in the theatre auditorium of Saint Mary's Auditorium at 7:30. Tickets are \$1.00 for all students and \$2.00 for the general public.

COMMUTERS, WANDERERS, WAY-FARERS...SAVE MONEY, SHARE COMPANY, TRAVEL IN STYLE. The SUB "Rides Board" can help you locate others going your way - across the city - across the province - across the country. The Board is located just inside the main doors of the SUB, to the left. A service of SUB Communications.

The University **OMBUDSMAN** works for the entire University Community. The office, located in the SUB, Room 315A, considers ALL grievances. It can act as a mediator, and will give directions and information. Telephone 424-6583 for further information.

THEATRE OF THE EAR proudly presents an evening of "aural gratification." That's **EVERY THURSDAY** at 8 p.m. on CKDU Radio. Don't let a good ear go to waste.

Mount Saint Vincent Students

Your newspaper, the **Picaro**, may not be able to publish next year due to lack of staff. You can help out. On **Tuesday 6 April** at 7:00 in the **Picaro** office (Rosaria Hall) a meeting will be held for all concerned students. **Next year's Picaro does not as yet have an editor.**

For more information, contact **Peggy Yates** at 443-5237 or in 702 Assisi.

MOUNT SAINT VINCENT UNIVERSITY offers a very useful **PUBLIC SERVICE**. For all Metropolitan Residents who ask for it, they'll send a monthly list of public events at their University. If you would like to receive advance notice of the lectures, conferences, art gallery events, courses and films, just call the Mount's Public Relations Office. They'll be glad to put your name on their mailing list. Call 443-4450 and ask for public relations.

COMPLAINTS WITH COURSES? Have the **Academic Affairs Secretary** investigate them via the course Monitoring Committee. Forms are available at the SUB Enquiry Desk or in Room 214 of the SUB.

Canadian Crossroads International presents a double feature **"REEFER MADNESS"** and **"MONTERY POP"** Thursday 8 April in the McGinnis Room. The films begin at 7:30, and admission is \$.75, \$.99, \$1.00

MCAT (Medical College Admissions Tests) will be written in Canada on March 29/76 and Sept. 3/76. Write: **MCAT PUBLICATIONS**, American College Testing Program, P.O. Box 414, Iowa City, Iowa 52230. **REGISTER EARLY.**

PASSPORT AND APPLICATION PHOTOS are taken in Room 320 of the SUB from noon till 5 p.m. on Fridays. The price is \$4.00 for 4 photos.

IMMUNIZATIONS. Students planning overseas travel this summer should start their immunization now. These can be given by appointment with Dr. G. Service, Dalhousie Health Service, 424-2171. You might also check to see if your **BOOSTER SHOTS** are up to date.

GAY ALLIANCE FOR EQUALITY. Phone line. Information. Counselling. Referrals for female and male homosexuals. All calls confidential. Thursday, Fridays and Saturdays, 7 p.m. through 10 p.m. Call 429-6969.

RIVERBOAT BASH - a benefit dance for CUSO, to raise money for a reconstruction project in Guatemala, Friday, April 2 at 9:30 p.m. in the Common Room, Sexton Memorial Gymnasium, Nova Scotia Technical College. Music by the Dixie Tech Seven. Cash bar. Admission \$2.50.

As a **FOLLOW UP TO THE WOMEN'S INFORMATION PROJECT AND WEEKEND WORKSHOP**, the **Halifax Women's Centre** is calling a public meeting for Thursday, April 1st at 8 p.m. in the Barrington Street, YMCA reception room. The purpose of the meeting is to form special interest groups. For further information please call 423-0643.

GESTALT WORKSHOP and discussion with **WERNER ARNET**. Discussion April 5th, 8 p.m. in Room 424 of the SUB. Everyone is welcome. The workshop is scheduled for April 6th, 9-5 p.m. in Room 316 of the SUB. To register please call Hans Blaauw at 422-3810.

HOMEMADE HOT LUNCHES are served up Monday through Friday from 12:30 to 1:30 p.m. at 1376 LeMarchant Street, Halifax. That is the home of the noon hour lunches of the Department of Spanish at Dalhousie, a venture sponsored by Dr. Sonia Jones to supplement the Spanish scholarship fund.

SPORTS

Interested in becoming a member of the **CANADIAN SPORT PARACHUTING ASSOCIATION?** Pick up an application form in the rack beside the Enquiry Desk of the SUB or telephone 455-4739 for further information.

DALHOUSIE SCUBA CLUB. The club is diving nearly every weekend. Watch the notice board in the SUB for times and locations. Remember too, you're entitled to two free air-fills a month from Waterworld on Blower Street.

LECTURES/READINGS

GEOLOGY DEPARTMENT SEMINARS On April 1st, Dr. Tanya Atwater, Dept. of Earth and Planetary Sciences, M.I.T., Boston, will lecture on "Details of Mid-Ocean Ridges from Deep-Tow Studies".

George Swinton, one of the foremost authorities on Eskimo sculpture, will be at the Nova Scotia College of Art and Design on April 1st and 2nd. On Thursday, April 1st, he will give a lecture entitled, "Tradition of Touch - Inuit Past and Present", in which he will discuss the importance of the tactile sense in Eskimo art. Friday's session is called "The Healing Skeleton - The Visual Tradition of Eskimo Shamanism." Shamanism is a religion which is characterized by belief that magic can be used by priests to control events. The lectures are open to the public and are free of charge. They will begin at 8 p.m. on the 4th floor of the Simons Building, next to Purdy's Wharf on Lower Water Street.

ART/EXHIBITS

On display at **SAINT MARY'S UNIVERSITY ART GALLERY**, an exhibition of paintings, drawings and wood cuts by **BRUNO NOBAK**.

Two new exhibitions are on display at the Mount Saint Vincent University Art Gallery, located in the Seton Academic Centre. Downstairs is "drawings" by **L.J. FITZGERALD** and **BERTRAM BROOKER**, courtesy of the Winnipeg Art Gallery, while upstairs, **WEST MEXICAN TOMB SCULPTURE**, courtesy of Dr. and Mrs. John Vandenmeulen.

At the **KILLAM GALLERY: MUSIC RESOURCES CENTRE**, dyed and printed works of **ALISON PARSONS**. On display until April 7th.

At Dalhousie Art Gallery, Main Gallery, Dalhousie Arts Centre, **EIGHTEENTH CENTURY SOCIETY EXHIBITION**, "Gleams of a Remoter World." This exhibition of 18th century prints and drawings dealing with aspects of fantasy and the macabre will be presented to coincide with a conference sponsored by Dalhousie University for the Canadian and Atlantic Societies for Eighteenth Century Studies.

Two exhibits are being featured at the Nova Scotia Museum until April 25th. **EARTH SCULPTURE** is a collection of photographs sponsored by the National Museum of Science and Technology. **NOVA SCOTIA MINES AND MINERALS** is an exhibit about this important industry developed by the Nova Scotia Museum.

MUSIC/DANCES/CONCERTS

You can nibble, noddle or nod at Dalhousie Theatre Departments' **FREE NOON HOUR THEATRE**, but you won't be disinterested. The cast always has a sparkle and enthusiasm that's contagious. All performances take place in Studio One, Lower Level, Dalhousie Arts Centre, Thursday at 12 Noon to 1:30 p.m.

PRESERVATION HALL JAZZ BAND. Saturday, April 3 in the Rebecca Cohn Auditorium at 8:30 p.m. Probably the most successful event of last year's season is back to delight metro audiences with the finest New Orleans dixieland jazz.

TOSCA, Thursday, Saturday and Sunday, April 8, 10 and 11th at 8:30 p.m. Dalhousie Cultural Activities major opera production, Puccini's **TOSCA** will be directed by Philip May and feature Donna Fay Carr singing the title role, tenor Jeff Morris as Cavaradossi and Bernard Turgeon as Scarpia. **THE ATLANTIC SYMPHONY ORCHESTRA** will be under the direction of conductor Peter Fletcher. Student Tickets \$4/\$3.

ROYAL WINNIPEG BALLET. At Dalhousie Arts Centre on Thursday and Friday, April 1 and 2 at 8:30 p.m. Capacity audiences react with enthusiasm to this highly dynamic and entertaining young company. Student tickets available \$4.50 / \$3.50.

FILM/THEATRE

Playing at **NEPTUNE** until April 10, **THE GLASS MENAGERIE**, by Tennessee Williams with Rita Howell, Neil Munro and Carole Galloway. Incidental music by Alan Laing, directed by John Wood.

WHAT'S THAT GOT TO DO WITH THE PRICE OF FISH? -- a look at underdevelopment and "regional disparity" by the **MUMMER THEATRE TROUPE** from St. John's, Newfoundland. Two performances - Saturday, April 3rd and Monday, April 5th at St. Mary's University Theatre A (old library, Inglis Street) at 8 p.m. Admission \$2.25. Sponsors: Oxfam, CUSO, YMCA, Development and Peace.

Announcing ... **WORMWOOD'S REPERTORY CINEMA**, screenings of six classic films Friday nights at the National Film Board Theatre, Barrington Street. This Friday, April 2nd at 7 and 9:30, Wormwood's is offering the Japanese director **KON ICHIKAWA's** classic film of World War Two, **FIRE ON THE PLAIN**, truly a legendary masterpiece and without doubt "one of the ten best." It is being shown with subtitles and screenings are unfortunately restricted to members only. However, the almost inconsequential cost of Wormwood's membership for all six films is only \$6.50 available at the door prior to screenings. The next two showings are: Friday, April 2, 7 and 9:30 **FIRE ON THE PLAIN** (Ichikawa). Friday, April 16, 7 and 9:30 **TWO OR**

THREE THINGS I KNOW OF HER (Goddard), and at 8:30 **LETTER TO JANE** (Goddard). Phone 423-8833 for further information.

Experts from Lee Interiors of Dartmouth will give tips on "Interior Decoration" in the Dartmouth Regional Library Auditorium on April 1, 1976 at 8 p.m.

Tennessee Williams **The Glass Menagerie**, directed by John Wood, opened 29 March at Neptune Theatre. The production will continue until 10 April.

Tues. April 6, 12:30 p.m. - Scenes from **"Leaving Home," "Of The Fields, Lately"** and **"One Crack Out"** followed by discussion period with author David French. **FREE ADMISSION - SIR JAMES DUNN THEATRE.**

Thurs. April 8, 8:30 p.m. through Sunday, April 11, 8:30 **Not As A Dream** specially commissioned work by Michael Cook and **THE INDEPENDENT WOMAN** or **A MAN HAS HIS PRIDE** a melodrama **SIR JAMES DUNN THEATRE - FREE ADMISSION.**

From April 5 - 10, Gallery One of the Anna Leonowens Gallery will exhibit sculpture and prints made by NSCAD students Terri Rieber and Cherie Moses.

Gallery One is located at 1889 Granville Street, and is open from noon until 5 p.m., Monday through Saturday.

The Nova Scotia College of Art and Design Art Education faculty is helping a group of school children to stage two costume parades on Saturday, April 3rd.

The students are studying the logistics of parade presentation in school art classes and they will design and make their own costumes, noisemakers and signs to carry.

The parades will begin at 11 a.m. and 3 p.m. at the Simon's Warehouse on Lower Water Street.

The public is cordially invited to view the parades.

APPLE-OF-YOUR-EYE COOKBOOK - What are your favorite vegetarian recipes? We are compiling a cookbook of easy-to-make recipes, original but not necessarily exotic. Share your favorite meal plans as well as individual dishes. And tell us something about yourself - what you do and what you like. All recipes, suggestions, and comments are welcome and contributions will be acknowledged. Remember; you don't have to be a vegetarian to enjoy vegetarian foods.

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ALFRED B. WISHART will be exhibiting his photographs in an exhibition entitled "Invisible Man" in the Anna Leonowens Gallery Number 2 at 1894 Hollis Street. The exhibition, sponsored by NSCAD, will be held in the gallery from April 5 to 10.

On Monday 12 April, **JOE CLARK**, newly elected leader of the Progressive Conservatives will be speaking to the public. He will be the guest speaker at the annual meeting of the Halifax **PROGRESSIVE CONSERVATIVE Association**. The meeting, which is open to the public will be held at the St. Pat's High School Auditorium at 8:00 p.m., admission is free.

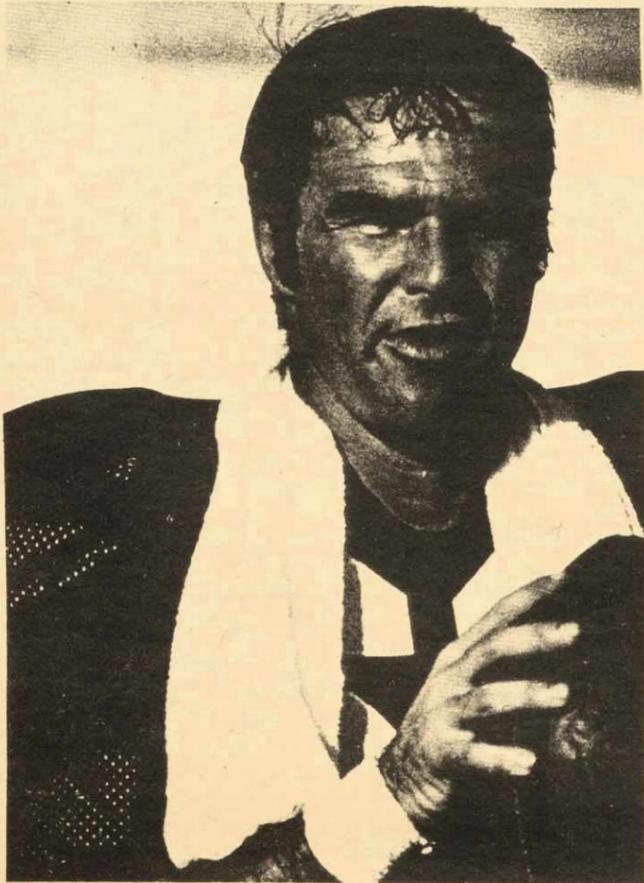
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APRIL 4

SUNDAY MOVIE

THE LONGEST YARD

McINNES RM. 7:30PM.

ADM. \$1.00/\$1.50.

"Coming on the heels of Nixon's resignation, the release of *The Longest Yard* is ideally timed to capitalize on our need for unsympathetic authority figures to kick around in the absence of that man we loved to hate.

Paul Crewe (Burt Reynolds), ex-football player turned gigolo, gets suddenly pissed off at his rich mistress and splits the scene in her sportscar, giving director Robert Aldrich a chance to try a few new twists on the familiar auto chase routine. He gets in a fight with two policemen and lands in Florida State Prison. There he finds himself under the thumb of a gung-ho fascist warden (Eddie Albert) and his sadistic captain of the guards (Ed Lauter). He also finds himself an object of his fellow prisoners' contempt for having betrayed his teammates in the bribery scandal which led to his dismissal from pro football. When the warden asks him to coach his team of guards, Crews offers instead to organize a team of prisoners for a practice match.

Thus the stage is set for a social drama pitting the big bad bullies of law and order against an anarchic array of psychopaths, misfits, down-and-outs, and assorted scum of the earth, and for the personal drama of Crewe's second chance at redemption by virtue of loyalty to his team. All the issues are laid out very explicitly in Tracy Keenan Wynn's script, and Aldrich takes plenty of time documenting the struggle to build a team, even throwing in bits of black power, karate and sex before the big game complete with brass knuckles and cheerleaders in drag. Audiences go for it."

—Michael McKegney, *Village Voice*

SHOTGUN Band

"SHOTGUN" THE BAND YOU'VE ALL BEEN WAITING FOR WILL BE APPEARING IN THE McINNES RM. WEDNESDAY APRIL 7 FROM 9PM. TIL 1AM. IF YOU REALLY GET OFF ON DANCING, THIS BAND OUT OF MICHIGAN IS A MUST. THIS IS THE LAST BIG EVENT OF THE YEAR AND YOUR LAST CHANCE TO GET-DOWN BEFORE EXAMS HIT. ADMISSION IS STUDENTS \$2.00

AND GUESTS \$3.00.



Flat Tire- Taxi Driver in review

by J.L. Round

In *Taxi Driver* Robert De Niro plays a New York variety of a creature who has a disgust for the "scum of the city" whom he picks up and chauffeurs for a living. His disgust drives him to pursue the

affections of a lovely young woman who represents purity, symbolically dressed in white and acted, barely, by Cybill Shepherd. This woman is a campaign worker for a senator running for president. When De Niro takes her out on a date (insert: she accepted the date with him because she felt a force in his eyes, in case you care to know) to a local skin-flick she is disgusted and decides that they have nothing in common (except for the force, of course.)

She refuses to see him again. For some undisclosed, though undoubtedly sagacious, reason the taxi driver now invests money in a stockpile of arms and becomes a one-man army, honing himself to physical perfection. (At this point De Niro's hair is cut very short - I am sure that this is symbolic of something, though I never quite figured out what.) About this time he decides that he must kill the presidential candidate - no reason, just that it is his fate, he decides. (Oh, we know this, by the way, because he is keeping a diary and occasionally we hear little narrated bits conferring his prize tidbits upon the audience as how he has to wipe the "come" off the backseat of his taxi every morning after a night of heavy driving, and how, on their first date, he had black coffee and apple pie while Cybill Shepherd had coffee and a fruit salad, or whatever.)

After being thwarted in his

attempt to kill the candidate De Niro goes to a whorehouse and tries to redeem a poor twelve-and-a-half year old hooker gone wrong. He accomplishes this by shooting the pimp (several times) and another socially-unacceptable person who rents rooms.

Sorry, I forgot another important piece of symbolism: when De Niro goes to kill the candidate his head is shaved bald except for a lone strip of hair running Iroquois-fashion down the centre of his head. Obviously this is of grave importance.

Anyway, to conclude our festering story, he becomes a local hero after splattering the whore-house in blood and sending young Iris (the whore, although she prefers to be called "Easy". In the film that is a very big joke. In fact, it is the only joke.) home to an ignorant but ever-so-grateful mommy and daddy. (P.S. Although our hero was shot in the neck by the pimp - this was before he had shot the pimp for the fourth time - and was in a coma for a while, he did manage to survive and return to taxi-driving, sadder but wiser.)

Well, so much for the plot. The acting, although not quite so terrible, is hard to criticize because none of the characters had anything sensible to say. (Actually, it becomes a competition to see whether the characters ultimately would be as unintelligent as the

story.) Both Jodie Foster, as the hooker, and Peter Boyle, as a fellow taxi driver, give about as good a performance as is possible with the material they had. Robert De Niro, too, gives a good performance, but it is hard to imagine a normal person so unintelligent and quite impossible to generate any interest in such a character. I cannot understand why De Niro, who won best supporting actor last year's Academy Awards for his performance in *The Godfather Part II*, would appear in a film like this. I suppose it is called versatility to be able to switch from an excellent role in an excellent movie such as *The Godfather*, part whatever, to a movie like *Taxi Driver*. But it isn't logical. Then again neither is *Taxi Driver*.

What director Martin Scorsese (*Alice Doesn't Live Here Anymore*) seems to be after is a pessimistic character study in despair and loneliness in lower forms of life (i.e., taxi drivers, pimps and whores, etc.) What emerges from casual street shots is a realistic and disparaging view of life in New York City. He goes wrong, however, by adding characters that seem to be unconnected with each other in a disjointed story intended to serve as a study of society that was not worth making.

Even Sam Peckinpah will have trouble making something worse than this one.

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The Ice-Caputs

by donalee moulton

Back in town for their once-a-year performance was the Ice Capades Corps; this year managing to bring along Karen Magnusson successfully. According to press releases and members of the group, each year is a new show. The costumes change, the skate show settings are varied, but unfortunately, the chorus line remains its inept, stiff, too-smiling self. Solos and echoes of "seems to me I've seen that somewhere before". Skaters like Freddie Winkler have a repertoire of only three steps, supposedly funny, and these are the basis of three scenes he appears in each year merely masks the routines of the previous year's performance.

The most disappointing facet of a show such as the Ice Capades is the rigidity of the performers and the superficiality of the performance. There is no difference between Karen Magnusson on ice and her performance on a Fleishman's Margarine commercial. The impression one obtains is that of complete disinterest. The skaters are definitely not skating to entertain the audience; they are skating because that is what they are supposed to do. An absence of spontaneity and originality can be excused but the complete disinterest on the part of the performers is inexcusable. The can-can girls in their various routines are comparable to robots and airline hostesses. Not only are their actions devoid of relaxed mannerisms, but each girl is an exact replica of the marionette on either side of her.

Every year the Ice Capettes and the Ice Cadets link arms, form connecting lines and kick legs. Every year the corps puts a chimp on skates -- after all, it is a family show. And every year some of the best skaters in North America are slotted into roles pre-created for the unimaginative. The disastrous result is their loss of creativity and seeming enjoyment.

As well, the costumes reflect the glitter and glamour of a Broadway

extravaganza featuring the 'dumb blonde' and the 'artistic male' who is anything but artistic.

Amazingly enough, two sequences deserve credit: a family of one father and four children were incredible in their acrobatic act and the chimp was, as he is every year, the saviour of the show.

World premiere at Dal

A specially commissioned work by playwright Michael Cook "Not As A Dream" and a light-hearted melodrama "The Independent Woman" or "A Man Has His Pride" are on the bill for Dalhousie Theatre Department's major production. The double feature can be seen each evening from Thursday, April 8 through Sunday, April 11, in the James Dunn Theatre, Dalhousie Arts Centre at 8:30 p.m. There is no charge for admission, but due to limited seating tickets must be picked up at the Arts Centre Box Office.

April 8 will be the world premiere performance of this new work by Canadian playwright Michael Cook. "Not As A dream" was specially commissioned by Professor Lionel Lawrence, chairman of Dalhousie's Department of Theatre for presentation by Theatre Department students. This is the first time a Canadian university has commissioned a work by a Canadian playwright. "Not As A Dream" - an elegy, concerns the life and memories of a Nova Scotia fisherman. Professor Lawrence describes the play as a "strong, sad reminder of what people in-Nova Scotia sold out on".

Tickets for the Dalhousie Theatre Department spring production of "Not As A Dream" and "The Independent Woman" or A Man Has His Pride may be obtained from Dalhousie Arts Centre Box Office by calling 424-2298. There is no charge for admission.

Huston caps Kipling

by Dorothy Becker

Henry James said that Rudyard Kipling's stories converged "the irresistible magic of scorching suns, subject empires, uncanny religions and uneasy garrisons." This statement sums up perfectly the atmosphere of John Huston's film of Kipling's story "The Man Who Would Be King". Twentieth century audiences may find the nineteenth century mixture of patriotic imperialism, religious fervor and high adventure amusing and possibly even unrealistic, but Huston has undoubtedly captured the flavour of Kipling's stories which made them so popular with both children and adults of the late Victorian era.

The film begins in India where we meet Kipling himself (Christopher Plummer) as the young correspondent of an Indian newspaper. He is in the process of having his watch stolen by a rather seedy character, and then surprisingly, having it returned by the same character

because at the end of the watch chain dangles a gold insignia of the Brotherhood of Masons. And so begins Kipling's involvement in a rather strange and macabre story. The shady character turns out to be Peachy Carnahan (Michael Caine), sometime soldier, thief, womanizer, and irrepresible all-round adventurer. Peachy introduces Kipling to his life-long and no less exuberant companion in devious enterprises, Danial Davit (Sean Connery) and, almost before he knows what has happened, Kipling finds himself witnessing the signing of a pact of friendship between Peachy and Danny as a prelude to their plan to become "King" of "Kafiristan", (an unexplored country somewhere north and east of India from which no white man has ever returned alive).

The long and dangerous journey to Kafiristan, their incredibly fortuitous meeting with a native of Kafiristan, Billy Fish (a former

soldier in the British Indian army who speaks English) and a miraculously "lucky" skirmish, result in their being able to formulate a small army of adoring natives. Danny and Peachy have not only become conquering heroes, the natives believe that Danny is a god, the son of Alexander the Great. Glory, riches, power--all seem to be within easy reach. Kipling, the Victorian moralist, cannot leave his heroes at this pinnacle of delight and the finale of the story is as shocking as it is believable.

Sean Connery and Michael Caine are both excellent as the robust, loyal and "loveable" adventurers. Their former roles as James Bond and Alfie seem almost bland compared to these colorful, eye-twinkling, and lusty characterizations. Plummer, as Kipling, portrays a personality in which personal reticence and the writer's curiosity are nicely blended to contrast vividly with the devil-may-care attitudes of Peachy and Danny. The film is a very colorful documentation of an era in which unbounded optimism and unmitigated belief in the achievements of the white race were not only fashionable, but inspiring.





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Competence but no polish for soloists

by Bradley Warner

On Saturday March 27th, the Dalhousie Chamber Soloists attempted to give their Rebecca Cohn audience a decent concert of relatively appealing works. I do not wish to seem unduly critical, for on the whole it was a pleasant evening of music, displaying the talents of a number of fine musicians.

The program consisted of three quartets and a trio serenade: Benjamin Britten's Phantasy Quartet, Op.2 (1932), for Oboe and String Trio; W.A. Mozart's Quartet in D Major, K.285 (1777), for Flute Violin, Viola, and Cello; Quartet Op.40 No. 3 in Bb Major, for Bassoon and String Trio by Franz Danzi; Erno von Dohnanyi's Serenade in C Major, Op.10, for Violin, Viola, and Cello.

The string trio was Dalhousie instructors: Philippe Djokic -- violin; William Vallo -- cello; as well as guest violinist, Leslie Malowany, presently Principal Violist with the Vancouver Symphony. The woodwind contingent were also Dalhousie music instructors: Jeanne Baxtrasser -- flute; Peter Bowman -- oboe; and David Carroll -- bassoon.

This concert's strong point was the woodwind complement; oboe, flute, and bassoon, each appearing as a dominant actor in the first three works. Ms. Baxtrasser, in particular, gave an impressive per-

formance in the Mozart D Major Quartet. Messieurs Bowman and Carroll gave equally creditable examples of their artistry in the Britten Phantasy and the Danzi Quartet.

However, the string trio was rather disappointing, they lacked the consistency (perhaps sensitivity) which is necessary in maintaining the interest and excitement of the music. A string trio or quartet is limited in strength. (Perhaps the Rebecca Cohn Theatre was not suited to such a chamber concert.) Particularly in the last work, the Dohnanyi Serenade, the trio was unable to unite their energies consistently, so that at times, their exertions ran at cross purposes. The music's textures, emotions--dramaticism, were extremely taxing on the three performers.

But alas, although Mr. Djokic may be a fine solo performer, he still has to learn the skill of melding properly within a small ensemble.

Mr. Valleau, whom I normally regard as a consistent and sensitive ensemble player, somehow managed to be 'out of tune' during the Mozart number. However, he was dexterous enough to make this lapse not seem to be too glaring in the ear of the listener. Finally, the special guest soloist, Mr. Malowany, was also rather disappointing. But perhaps this is only to be

expected, since the trio only had a few days to get acquainted with each other's playing styles in practice session. Maybe I expected that the Dalhousie Chamber Soloists would perform works which would better display the talents of the Principal Violist of the Vancouver Symphony.

Oh well, "C'est la vie". Not all concerts are stimulating experiences.



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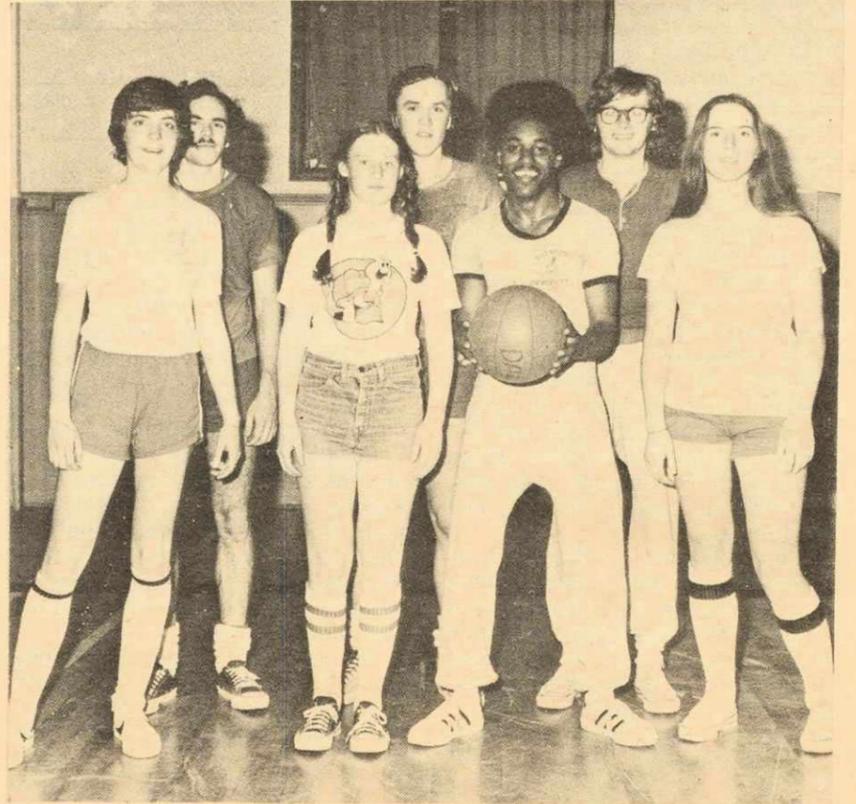
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Pharmacy basketball victory

Co-Ed basketball participation came to a close Sunday, March 28th when Medicine went against the sharp shooting Pharmacy team.

The game was a thriller for participants and spectators alike. Becky Dobson of the Med team hooped twelve of 35 points and Cathy Donovan was great on the boards for Pharmacy.

The final tally 36-35 in Pharmacy's favor closed the door for another season on a well enjoyed Co-Ed sport.



Pharmacy Co-ed basketball champions

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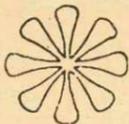
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Dal Rugby vs. the Ivy League clubs

The Dalhousie Rugby Club will be leaving April 24th for a week-long tour of the eastern United States. Yale University will be hosting the Dalhousie team for the duration of the competition. As well as playing the host team, Dalhousie will play games against Harvard, Princeton, Brown, Boston College, and Columbia.

The competition from the American teams is expected to be very strong, but Dalhousie captain Nevin Duplessis says that he expects to be able to surprise them: "the boys are all really keen and have been training hard. Everyone's really looking forward to this. Down there all they think we do all day is fish and cut trees; well we're going to

be really tough, and by the time we're through they're going to know that's all we do!!"

As a result of last fall's tournament, Dal tied as the number two university in the Maritimes. UNB was the number one and will be in New Haven for a tournament on April 30th in which Dalhousie will take part.

The Dalhousie team has been training over the winter and is training now three times a week in preparation for the tour. As part of their practice Dalhousie will be playing an exhibition game against HMS Delaney, a British naval ship currently in port, on Saturday, April 4th on the Studley field at 2 p.m.



Floor hockey finale

The final game in Floor Hockey was played Sunday, March 28th with Commerce beating Science I 2-1. The tactics of the two teams for the game soon became apparent at the first face off.

Science I team decided to use their speed, finesse and puck control to give them a win; while Commerce plan was to simply hit and out muscle their opponent. Because of this game situation Science I forgot their defence and started to play the Commerce

game, which was not their style which gave Commerce the advantage they needed to win.

Congratulations Commerce for winning the Championship and to Science I though runner up, continued to show they were the classiest team in the league.

Congratulations are also in order to all other participating faculties who survived another year playing the roughest game in Intramural Sport.



Happy hockey heroes

A different 'crown' for Dentistry

For a second time this year the roof came down at South Park Bowling Lanes.

The first occasion was the memorable March storm that caused heavy damage to the roof of the building. The second occasion (not literally of course) was when the Faculty of Dentistry rolled their way to the Inter-Fac bowling crown. After nine weeks of dedicated bowling Saturday March 27th

brought the competition to a close.

Those participating teams are as follows: Science I, Science II, Pharmacy, Dentistry I, Dentistry II, Commerce, Medicine I, Medicine II and Law.

Bowling was one of the most popular activities offered by the Intramural Program and perhaps rates second to Broomball in Co-Ed participation and popularity.

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Bask in the glow of an Arandas Sunrise.

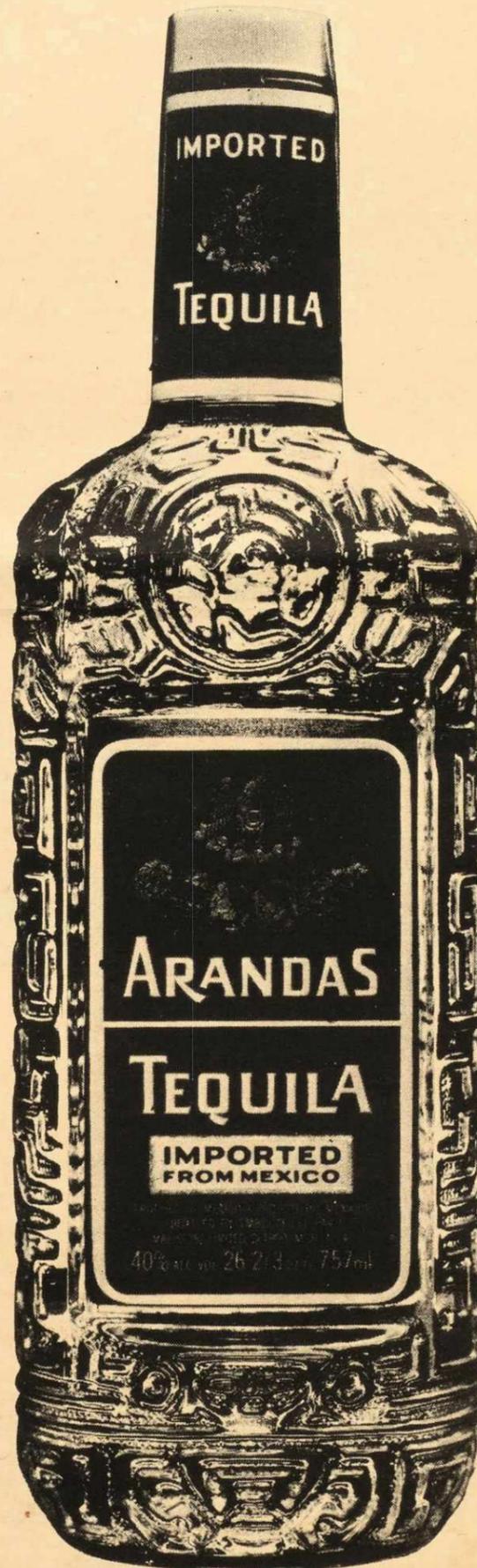
Sunrise

1½ oz. Arandas Tequila juice of ½ lime
4 oz. orange juice ¼ oz. grenadine

In order, pour into a tall glass over ice.

Arandas Tequila.

The Mixable Mexicano.



Save this recipe and watch for others.

BEHIND THE PICNIC BENCH

Only five at the swimming party
making waves until
the beachball fell

outside the pool
where bottles waited coolly
to be opened
like closed conversation.

And from the picnic bench
of oddmatched couples
I saw you standing

behind the greyed ashtrays
and bent beer caps.

Smiling through a thousand watts
of white light glare
saying hello

over wetted heads
and damp beach towels.

I watched you wade
through pool-side talk
and polished driftwood
until you found my hand

holding cigarette and drink.

donalee moulton

Pictures At the Beginning Of Spring

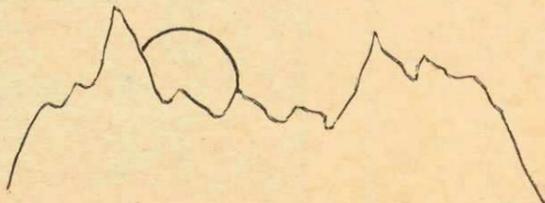
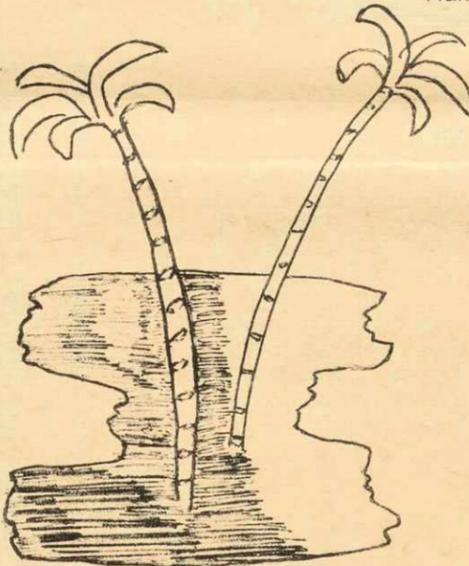
The making of angels
is quite an easy task:
spray can of blue paint
just fire at the figure and there.

Winnipeg is rather cold in winter
Halifax is quite cold enough for me

Red empty milk carton sits before me
on a yellow squared table cloth
books and papers scattered
around a digital clock radio
Sunday morning baritone
announces the beginning of Spring.
the snow only fell to melt
to keep up appearances.

Brown dog leavings left beneath the tree
next muddied orange peel.
Copper wire butterfly speaks of love
never returned by me.
Auden's lines stare out at me
glass covered in four suits
reminding me of a book so old
leaves rarely turned.

—Gordon Coombes



Cavendish

The east wind sweeps over the beach,
Whispers and lifts the dune-drifted sands:
The crystals glisten, flying, as each
The east wind sweeps over the beach.
Both wind and sands seem within reach,
But as we stretch the capturing hands,
The east wind sweeps over the beach,
Whispers and lifts the dune-drifted sands.

—R.L.R.

Spring Day in Winter

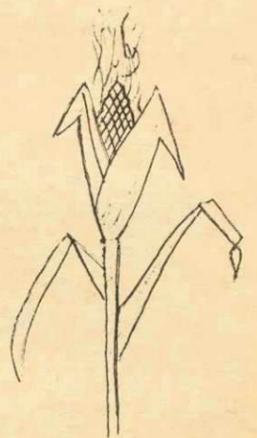
She sits in parka
says I remember last winter
and February the best
so silent/cold hung vacant
surprised blocks of air
says I remember last winter
and February the anguish
and the coming home
the way that one when he turned
might have had your face
became night in night
says I remembr last winter
and Februry the night

—Dawn Rae Downton

Muse: for R. Z.

Bearded young ghost
child/man your daughter
threads needle neat
through a country of lies
& lifts her whisper-filled
hand to make the hard
dark script you want,
divinity of death,
the bright life of dust
startled in a wind.
Keep her song.

Ken Snyder
English Department
St. Mary's Univ.
Halifax



from the Glace Bay Series

His hair was sickly-red.
His face was pimpled and twisted.
His eyes were dull and watery.
He was tall and lanky;
A retired coal miner's son.

His eldest brother reaches success;
Was supposed to be a priest,
Became a professor instead.

Sickly-red haired boy
Was never meant to be anything.
One success story is enough
For a retired coal miner's family.

The sickly-red haired boy and I
Were once companions.
We drifted away from each other;
We may have reminded each other
Of too much that had been forgotten.

His eyes were dull:
My cat's eye became dull too;
That morning my cat returned
To collapse and lie at my feet.
His low muffled cries made me cold.
His body was heavy
as I carried him outside.

My cat I could hold ;
My friend I never held.
So many sleepless nights
We spend in futile worry.

Then one evening he clumsily
Picked up a rifle and it fired.
The family was astounded;
The newspaper reported an accident,
And the family missed Christmas.

We were strangers by then
Though we had shared a lot
I felt numb at the news
No more than for my cat.

— Gordon Coombes