

University News

Volume 2, No. 13

Dalhousie University

March 17, 1972

Catering tenders sought



Who will serve it?

Tenders will be called for catering services on campus for 1972-73 at Dalhousie.

The decision to recommend tenders to be called was made by the university's Food Catering Committee last week.

At an earlier committee meeting, it was reported that the present caterer, Beaver Food Services Ltd., had indicated it would have to seek an increase in its 1972-73 per student contract price because a guarantee that a minimum of 1,000 students would eat regularly in Howe and Shirreff Halls had not been met.

Surveys by residence council representatives in Howe and Shirreff Halls indicated that a majority of students preferred that tenders be called rather than have Beaver continue at an increased contract price, the company proposed.

It was also reported that because of forth-

coming increases in Nova Scotia minimum wages, Beaver also wished to negotiate its contract with the Student Union in respect to the cafeteria in the Student Union Building.

The committee was told at its meeting last week that if tenders were called, Beaver had indicated it would submit a new price, and that other caterers (Saga and Versa Foods) were interested in bidding.

In addition, while residence fees (which include meal service) for 1972-73 had not been considered, it was like that if the food contract price were discussed, part of the increase would be passed on to the students.

A sub-committee was formed to draw up the specifications to be included in the invitations to tender, and these will be considered by the Food Catering Committee at its next meeting on Monday.

Good case for tax exemption

There was a good case for universities and university student residences continuing to be exempt from municipal tax levies, and the case should be argued before a committee of the Nova Scotia Legislature, Dr. Henry D. Hicks, the president of Dalhousie, said this week.

Dr. Hicks, who was commenting on the published views of Halifax City and provincial officials concerning the tax-exempt status of educational institutions, said that Dalhousie recognized that the situation had been the subject of a good deal of comment and differences of opinion, not only in the local region, but also throughout Canada during the past few years.

"In view of some decisions in the courts, including the decision of the Supreme Court of Nova Scotia relating to Acadia University in Wolfville, there is a great deal of uncertainty," said Dr. Hicks.

RECONCILIATION

"We feel that this problem has to be dealt with by the Legislature and that the same situation should obtain in Halifax as obtains elsewhere in Nova Scotia. In other words, the Halifax City Charter and the Assessment Act applying to other municipalities in the province ought to be reconciled.

"People should recognize the benefits a community derives by having a university, or a number of them, in that community, and I have no doubt that many of our civic leaders and provincial legislators are award of these benefits.

"On the other hand, the municipalities should be fairly recompensed for the extra burdens imposed upon them by having universities in their midst. After all, this is merely a question of who should pay for the operation of universities and the provision of education and some accommodation for students.

FINANCES

"Some people seem to assume that universities have sums of money at their disposal either from profits or some other mysterious source. This of course is not the case. Universities only have funds provided by student tuition fees, by government grants and in some cases by modest endowment income.

"Most Nova Scotia universities have been operating with deficits during the past few years. Hence if university property is to be taxed, additional revenue must come from either student tuition fees or some increased grant from government.

"In dealing with this question, municipalities having universities in their midst should take into consideration the benefits conferred by the universities in employment and in local expenditures. (In the Halifax area alone, university payrolls would amount to more than \$1,500,000 a month).

HALF THE COST

"In addition, the student from Halifax can attend university in Halifax at about half the cost a student from other parts of Nova Scotia would incur.

"In any event, we think there is a good case to be made for the continuation of the tax-exempt status of universities and student residences.

"The case should be argued before a committee of the Legislature, and uniform legislation should then be enacted to apply throughout Nova Scotia. Indeed, it would be desirable to have uniform legislation enacted in every province of Canada.

"Admittedly the whole question is a complicated one but as I said at the outset, it ought to be decided by the Legislature after hearing the points of view from both sides and after giving consideration to those communities having universities and those where universities are not located."

Selection emphasized

by Undergraduate Commission

The Commission on Undergraduate Education, established nearly three years ago by the Faculty of Arts and Science at Dalhousie, has recommended that more emphasis be placed on the selection of first-year students entering Dalhousie and that a Dean of Freshmen be appointed to help new students to make sensible academic decisions.

In its report, which was to be presented to the Faculty of Arts and Science for discussion at a special meeting last night, the commission made

12 recommendations dealing with admissions, first-year programs, the programs of subsequent years, and greater faculty concern in the art of teaching.

The Faculty of Arts and Science was also scheduled last night to consider the report of the secretary on curricular alternatives, in which four curricula were outlined.

The report of the Commission on Undergraduate Education is covered in detail on Pages 4 and 5.

Three governors appointed

Three appointments to the Board of Governors of Dalhousie University were announced today by President Henry D. Hicks. They are Dr. Charles R. Baxter, surgeon, Horace A. Hanson, MBE, QC, and J. Harold Stafford of the Canadian Labor Congress, all of New Brunswick.

Dr. Baxter was graduated in medicine from Dalhousie in 1925, and since then he has been

practising in Moncton. A certified member of the Royal College of Surgeons (Canada) and a Fellow of the American College of Surgeons, he has also served as regional medical officer for the Department of Transport.

He served during the First World War with the Canadian air force.

Mr. Hanson obtained his BA from the University of New

Brunswick and in 1935 his LLB from Dalhousie. In 1945 he was appointed city solicitor for Fredericton and in 1953, was appointed QC. He is now practising with the Fredericton firm of Hanson, Gilbert and Hashey.

Mr. Stafford, regional director of education for the Canadian Labour Congress, is a member of the boards of Saint John General Hospital, Saint John Library, and several other organizations.

He also worked closely with the formation of the Dalhousie and St. Francis Xavier labor-university education committees, the labor education advisory committee at Memorial University and the University of New Brunswick's industrial relations committee.

Both Mr. Hanson and Mr. Stafford served during World War II — Mr. Hanson with a medical unit and Mr. Stafford with the Royal Canadian Engineers, in Canada and overseas.

Pre-registration

Students in both the Faculty of Arts and Science, and the Faculty of Health Professions will be permitted to pre-register for the academic year 1972-73 during July and August.

All returning students should consult their advisors during the period March 7 to April 7. Students should confer with the departments of Arts and Science in which they plan to concentrate their studies and with each department in which

other classes are to be taken.

In the case of Health Professions, returning students should discuss their programs with the director, or undergraduate co-ordinator, of the College of Pharmacy, the School of Nursing, School of Physical Education, and the School of Physiotherapy, as well as with the department of Arts and Science in which a concentration in one discipline is intended.

GENERAL

Welcome addition

Welcome addition to the Nova Scotia university information and public relations field is *The Times*, published by Saint Mary's University.

First issue of *The Times* appeared this week with 12 pages of news, contributed columns, photographs and general information about Saint Mary's, in a brightly designed and readable tabloid format.

As Editor Dulcie Conrad explains in the paper, *The Times* replaces in an expanded way the small *This Week* newsletter.

"We think it's extremely important that as many people as possible know about us," she says.

"While we make no pretense at trying to please everyone, we do hope we inform, with as little bias as possible, about what is happening here at the university and in some small way help alleviate the growing demand for information regarding university affairs."

The Times, to be published between 12 and 18 times a year, will be mailed to educators, government leaders, librarians in addition to its circulation on the Saint Mary's campus.



The new Dalhousie Faculty Club opened last week. Among those taking part in opening ceremonies were Professor Mirko Usmiani, president of the club; Dr. Hicks, university president and Maryla Szymanski, designer of the club.

Top mathematicians to attend seminar

Noted mathematicians from across Canada and the United States will meet in Halifax, March 23, 24 and 25, to take part in a research seminar on Multivariate Statistical Inference co-sponsored by Dalhousie and Saint Mary's universities. The seminar will be held in Dalhousie's new Life Sciences Building.

Morning Sessions will be devoted to invited lectures by such internationally-known mathematicians as A. P. Dempster of Harvard; D.A.S. Fraser, University of Toronto; I. Guttman, Universite de Montreal; A.G. Laurent, Wayne State University; I. Olkin of Education Testing Services and S.R. Searl of Cornell.

The afternoons and evenings will be left free for additional

lectures, informal discussions and seminars. A program of social activities will also be included.

Other expected participants include P.C. Consul, University of Calgary; S. Geisser, University of Minnesota; N.C. Giri, Universite de Montreal; A.M. Kshirsagar of Texas A. and M. University; H. Rubin of Purdue; P.K. Sen, University of North Carolina; D.A. Sprott, University of Waterloo and R.G. Stanton, University of Manitoba.

The first session will be held 9 a.m. on Thursday, March 23, in Room 2895 of the Life Science Building. For further information and local arrangements contact Dr. R. P. Gupta, Department of Mathematics, Dalhousie University.

50 physicians to attend course

Approximately 50 Maritime physicians are expected to attend a short course in Cardiology at Dalhousie University from April 6-8.

Clinical Assessment of Left Ventricular Function; Surgical Treatment of Ischemic Heart Disease; Coronary Care - 1972; Paediatric Cardiology; and Pacemakers, will be the topics under survey during the three day program of lectures, informal talks and panel discussions.

Dr. Claude Joyner, Hahnemann Hospital, Philadelphia, will deliver the special lecture on Non-Invasive Techniques in the Assessment of the Left Ventricular Function, on Thursday morning, and in the afternoon key speaker Dr. R.O. Heimbecker, University of Toronto will lecture on Experience in the Surgery of Coron-

ary Artery Disease.

Dalhousie staff members taking part will be Dr. B.M. Chandler, chairman for the course, Drs. R.N. Anderson, G.D. Douglas, J.W. Stewart, W.F. Mason, F.G. Dolan, C.E. Kinley, R.D. Gregor, D. L. Roy, E.P. Reese, C.L. Belcourt, W.E. Gaum, D.A. Gillis, J.F.S. Crocker and Miss Jean Petrie.

The course is the tenth in a series arranged for 1971-72 by the Division of Continuing Medical Education, and is presented by the Department of Medicine, Dalhousie University, and the Nova Scotia Cardiovascular Society, supported in part by grants from the Nova Scotia Heart Foundation and the New Brunswick and Prince Edward Island Divisions of the Canadian Heart Foundation.

PROFESSOR HARLAN P. BANKS, professor of Botany at Cornell University, on an AIPCS-sponsored tour of Maritime universities, will visit Halifax on Thursday, March 23, to present a seminar to the

members of Dalhousie's Biology Journal Club. Dr. Banks will speak on the origin and early evolution of land plants at 4:30 p.m. in Room 2922 of the new Dalhousie Life Sciences Building. ***

University News

University News is published fortnightly by Dalhousie University, Halifax, Nova Scotia: it is produced by the University's Information Office and printed by The Dartmouth Free Press Ltd.

Inquiries and contributions should be addressed to: The Editor, University News, Information Office, Dalhousie University. Deadline for material is the Friday preceding publication.

University News staff: Editor, Maurice MacDonald; General News, Roselle Green, Doris Butters.

New look for old building

Former law students and teachers will be hard-pressed to recognize the main floor of the old law building on Dalhousie's Studley campus.

The floor is now occupied by the Dalhousie Faculty Club, which officially opened last week.

The transformation is complete, except for the light-oak doors which blend in with a blaze of color and modern

furniture and fixtures.

The person behind the transformation, Halifax interior designer Maryla Szymanski, was duly praised at the official opening for her efforts over the past year to make the club premises into something different but comfortable, which she has achieved judging from the reaction during the first weekend the club was open.

Mrs. Szymanski and her architect husband and son left their native Poland in 1965 and spent four years in Montreal before moving to Halifax.

President of the Nova Scotia Association of Professional Interior Designers, Mrs. Szymanski has completed a number of design and re-design projects since she arrived in Halifax.

Convention list growing

At least 12 major conventions, meetings and summer schools are scheduled for Dalhousie University between now and the fall, and the list is growing almost daily.

Of the events already con-

firmed, a total of over 2,400 visitors to the campus is assured. This figure could easily double by the time arrangements are completed for other functions now being contemplated.

The first major conference is scheduled for next week, starting Thursday, March 23, when a three-day statistics conference will be held in the Life Sciences Building. About 125 people are expected from all over North America.

The Chemical Institute of Canada student conference is expected to attract 125 delegates from May 4 to 7. Between 100 and 150 are expected for the annual meeting of the Canadian Federation of Film Societies May 18-21.

One of the largest meetings of the year is the Canadian Unitarian Council annual convention May 19-22 which is expected to attract 300-400 people.

From June 19-23 the Canadian Botanical Association and the Canadian Plant Physiologists Society will hold a combined conference which will bring about 350 people to Dalhousie.

The International Geological Congress will meet at Dalhousie twice, on Aug. 12 and again on Sept. 5. In both cases about 60 people will attend. The International Geographical Union will meet here Aug. 2-9 with about 40 people.

The Royal College of Physicians and Surgeons will hold meetings at Dal Sept. 29 and 30 with about 200 attending.

Summer schools will include the Accounting Summer School, June 5-30, 125 people; the Nova Scotia Summer School, 100 in residence; The Dalhousie-Mount Saint Vincent Summer Schools in May and July, with 300-400 in residence for each school.

Anyone planning additional meetings or conferences is urged to contact the reservations bureau as soon as possible as plans are already being drawn up for conferences in 1973, 1974 and 1976.

Noted psychiatrists to give lectures

Teaching visits by internationally-known authorities in the field of psychiatry are being planned by Dalhousie University Faculty of Medicine during the next three months.

Dr. Iago Goldston of Connecticut and New York, will visit Halifax on March 20 and 21, to attend work sessions and discussions of Schizophrenia with members of the psychiatry department and residents in hospital at Victoria General Hospital.

No stranger to Halifax, Dr. Galdston has had many years experience as a practising psychoanalyst, and is now director for psychiatric residency education with the

State of Connecticut.

The second presentation, on April 11 and 12, will be given by Dr. John Howells, a specialist from the Institute of Family Psychiatry, Ipswich, England, who will deliver the Hoffman-Laroche Lecture on April 11, as part of his program.

Plans are not yet complete for the final presentation of the series, when Dr. I. Marks, Institute of Psychiatry, London, England, will be the teaching visitor. Dr. Marks, who is well-known for his writings in the field of behaviour therapy, is expected just before or after the meeting of the Canadian Psychiatric Association, early in June.

First visiting prof. for oral pathology

Dalhousie University's Division of Oral Pathology, Faculty of Dentistry, will have its first Medical Research Council Visiting Professor during the week of March 27.

Dr. James H. P. Main is professor of oral pathology, Faculty of Dentistry, University of Toronto, and associate professor of pathology in the Faculty of Medicine at the university. He has had wide experience in biological research relating to the mouth

and has published numerous papers on oral diseases.

Dr. Main will give undergraduate and graduate courses and seminars and also exchange information and ideas with faculty members engaged in dental research.

He will also present a research seminar on "Tissue Interactions in Carcinogenesis" to all interested researchers at Dalhousie, at a time to be announced later.

TASK FORCE

Submissions falling into shape

Chairman of the Task Force on the Quality of Student Life, D. Ray Pierce, said after the second open hearing of the force, held in Howe Hall last week, that he was pleased with the way submissions seemed to be falling into shape.

"We're getting not only factual information, but also some idea of attitudes, which is important," he said.

Mr. Pierce added that a "problem of iden-

tification" survey was now under way and in all about 3,500 students would be covered by the survey. So far (as of last week) the Task Force had had a 10 per cent response, which was a good sign.

Life in residence, the role of the Dean of Men, and the university's Information Office came under scrutiny at the second open hearing of the Student Union President's Task Force on the

Quality of Student Life last week.

Appearing before the task force core group of D. Ray Pierce, chairman, J. G. Sykes and Wayne Hooper, were John Holancin, chairman of Howe Hall Residence Council, Professor T. W. Sommerville, Dean of Men at Howe Hall, and Derek Mann, Director of Information and Public Relations.

Further hearings for the Task Force were held earlier this week.

A counsellor, not a policeman

Dean Sommerville's submission concerned his responsibilities in respect to Howe Hall, which housed 413 male students, and 11 off-campus housing units on College and Summer streets, which could accommodate 94 students.

The opening of Fenwick Place last year had relieved the pressure on the traditional residences and had eliminated entirely any waiting list for accommodation in Howe Hall or the other off-campus houses. "Assuming increased enrolment next year (September), I would anticipate more pressure than this year on our accommodation facilities."

The main duty of the Dean was in the area of student affairs. While the residence was largely self-governing, the Dean was responsible to the university community as a whole for the conduct of residents and discipline within the hall.

"My own personal hope is that most of my time in residence can be spent in helping residents to solve any problems they may have. If I cannot help them myself, at least I can refer to any student to an appropriate person on campus who can be of assistance. Thus, beyond the routine of office work, my main concern is to be counsellor, not policeman."

Dean Sommerville added that a graduate student was assistant dean, and each of the wings in Howe Hall had a don, whose function was primarily that of counselling.

In the ensuing discussion Dean Sommerville said he thought a variety of residences were desirable. There was need, he added, for more co-ordination in the university student housing program.

One point raised from the floor was that greater attention should be given in the planning of a residence to the individual needs of students. An area should be designated as a "quiet" zone, so that students who wanted to study could do so without being disturbed.

Disillusionment, sex, apathy

Mr. Holancin's submission on life in residence dealt with first impressions, disillusionment, sex, apathy, food service and administration.

A slightly edited version of his text follows:

"For the paltry sum of \$1,060, a person may rent a room for 33 weeks of an academic year ... entitling the buyer to institutionalized food for 216 days, maid service three times per week, janitorial service, heat, electricity, and adequate communal bathroom facilities," he said.

In theory this form of living style is quite adequate as it relieves the individual of the everyday chores of maintaining certain basic necessities himself and allows him to utilize all his time for the development of his mind and to prepare himself for some future role in society. To the uninitiated novice to residence communal living, this concept of liberation to pursue the goals of higher learning is beautiful but on entering the hallowed doors of a university residence this concept is soon shattered.

"The most noticeable fact is the massive size of the building. In Howe Hall are the facilities to house and maintain 420 young men and just due to sheer size the individual finds that this is not a place to be liberated but a building to get lost in.

"Within the first hour a set opinion or impression is made; this is not a 'home' but a hotel in which for a set price one may occupy a niche in the wall.

"The remainder of the first week establishes a

number of subjective impressions which in time may be altered, strengthened or reformulated as the remaining 23 or 47 niches (in each corridor) are occupied by other students. These individuals bring with them ideas, hates, prejudices, biases, girl-friends, stereos and televisions and so by the end of the first week one realizes that he is no longer free to deal with purely academic pursuits but has merely transferred time commitments from daily shores to that of dealing with other floor mates.

"It is not intended to give the impression that by the end of the first week an armed camp of hostile males is established. In fact it is the presence of other students which makes Howe Hall tolerable if not enjoyable to live in. With so many people living so closely together an individual is introduced to a broad variety of life styles, ideas, is given an insight of many academic disciplines and just generally learns to live with others.

"Through the exchanges taking place because of communal living the residence student often gets a far broader education than his city counterpart. The most obvious advantages of residence is its convenient location in relation to the university, the freedom from household chores, and that save for things like towels, all chattels are supplied.

"Many of the younger students come to university with preconceived ideas of what they wish to do with their lives, with set goals, with established moral values, and with expectations of the university. For the

majority, these preconceived notions are shattered within one year by stiff unexpected competition, a realization that materialistic, vocational, moral, etc. goals are inappropriate to a changing society or just through a realization that former notions were just wishful thinking.

"I provided that new values and goals are formulated the problem is not a severe one and save for a little anxiety felt by the individual, no one is worse for wear. Difficulty arises when the individual is caught in limbo and doesn't know what to do or where to turn for help. This individual's anxiety and frustration may be expressed in the form of suicidal gestures or even suicide, mental disorders of a mild or severe nature or just a general lashing out at society and the things around him.

"Sexuality and the image of the virile North American male is a problem with residents, especially the younger students. The media and our parents imply that we are very promiscuous. Playboy magazine compares our universities to others as to how virile we really are, and now Women's Lib is calling us a bunch of male chauvinist pigs with degenerate morals bent on preying on poor helpless females.

"This situation tends to cause a lot of anxiety as most of us are not getting as much as everyone says we are. In fact we can't even talk about sex honestly among

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Information services outlined

In his brief on university information and public relations services, Mr. Mann outlined the role of the Information Office and the services it offered to the university community. Of the relatively new bi-weekly newspaper, University News, published by the university and produced by the office, Mr. Mann said it was born as the result of criticism of the Nova Scotia University Grants Committee about the "image" of Nova Scotia universities.

"The newspaper's objectives are to inform the university community, the public at large, and selected audiences, of the activities, achievements, operations, policies and problems of the university and the people in it."

The Information Office submission referred also to the problems encountered in the dissemination of information. "If there is a problem," said Mr. Mann, "it is that—any organization disseminating information can at best hope that some of the audience will read, hear or see the information some of the time. On campus, perhaps more than elsewhere, there is a proliferation of information, in the form of posters, notices and so on."

In his submission and during the ensuing discussion, Mr. Mann pointed out that a greater problem that did concern the Information Office in its serious attempts to present a fair and accurate picture of university life to both the university community and the public at large, was that news and information of and for

students was lacking.

"A difficulty in maintaining constant liaison with students and student groups is one that may never be fully overcome; that is the fact that students are temporary members of the university community," said Mr. Mann. Steps were being taken to improve the situation, but these could not yet be discussed because of a comprehensive review of the operations of the Information office had just been completed.

During the discussion period, Mr. Mann said that several times in recent years he had discussed with former presidents of the Student Union (A. Randall Smith, W. Bruce Gillis, W. Andrew Winstanley) the need for continuing liaison between the student body and the Information Office. He had suggested, in view of the lack of funds on the part of the Information Office that the Student Union might consider employing a part-time information officer, but while the Union did appoint a communications secretary, there had not been any effective or continuing liaison insofar as a regular flow of information was concerned.

Mr. Mann was asked, in view of his statements that the Information Office existed to serve the whole of the university community and that the columns of University News were open to all segments of the university, why students were not hired as reporters. The question had not been seriously considered, said Mr. Mann, because of the lack of funds and because of

the possible unavailability of students at times when they would be needed; such students would also have to be reasonably qualified as reporters.

What was the university's public relations policy, the chairman asked? Mr. Mann said first that it was difficult to give a precise definition of a university, but two years ago he had submitted to the President a draft of a simple declaration of the university's public relations policy and the President was generally in agreement with it.

The declaration was that "Dalhousie University is in business to provide a higher education in both the liberal arts and nearly all the professional fields to those who are equipped for it. We try to operate in the best interests of not only our students, but of the people who work at Dalhousie and of the public at large. We believe Dalhousie, as a major institution of education in the Atlantic provinces and, indeed, as a major industry in Halifax and Nova Scotia, is an integral and vital part of life and society in its own local and regional community much more today than it has ever been. We are growing (1969) as never before in our history because we are under the constant pressure of the demands of society to produce highly educated people who will help to keep the world going around in the future. Our public relations policy must of necessity be one that says we treat people fairly, heed their opinions, and keep them fully informed."

Report of the Commission

THE TASK OF THE COMMISSION

The Commission on Undergraduate Education was established in May, 1969, as the result of a decision of the Faculty of Arts and Science following a recommendation of a Faculty select committee.

Faculty at that time approved a motion that a special commission on undergraduate education, with the necessary resources, undertake a full examination of the purposes, methods and programs of undergraduate teaching at Dalhousie and elsewhere with a view to making innovatory recommendation, and that the commission be charged not only with investigating the aims and teaching methods of Faculty but also with assessing student curricular choices and the results of educational programs.

Dr. W. J. Archibald and Professor A.R. Andrews were elected as commissioners, with power to appoint students and other faculty members as sub-commissioners.

The commission's first meeting was in November, 1969 and since then, meetings have been held about once a week.

Initially, the commission sought advice, opinion and guidance from members of the

university who were in positions which gave them some opportunity for viewing the work of the faculty as a whole. The chairmen of the faculty's curriculum committee (1969-70), the registrar of the university, the acting president of the University of King's College (1969-70) and his successor as President, the director of student counselling, the assistant to the president and the vice-president (academic), were consulted.

Two students, Miss Merelie Kemp and Mr. Richard Hughes, were appointed by the Student Council to consult the commission and joined the discussions in the latter part of the academic year 1969-70.

Written submissions were requested from interested persons, including the faculty at large. Six were received. Two of the writers also discussed their submissions with the commission. Two members of faculty asked to speak while not wishing to make any written submission.

The commission reported that it had done its best to keep in touch with recent developments in undergraduate education by reading documents, apart from the six briefs, which had come to its attention.

Admissions:

Grade 12 "ticket" should not be the only evidence of suitability

The community of persons which make up the university must in some sense be exclusive. To join it, it is not merely necessary to have a ticket of admission; a candidate should at the same time be supported by a recommendation, from some competent judge, stating that he is worthy to be admitted to this community.

It is surprisingly easy nowadays for a student to get a ticket of admission; a rather undistinguished performance in Grade XII is the minimum price for one. We do not suggest that the price be raised, but we do suggest that the possession of the "ticket" not be regarded as complete evidence of suitability for admission and that we go to a lot of trouble to look at the "other evidence".

We suggest also that many worthy candidates may not have a "ticket", or be able to get one by any process that makes sense. The preparation for university involves much more than obtaining a pass in Grade XII. Higher education should not be an experience one drifts into without thought or commitment. University life makes demands and imposes duties, and every candidate for admission should be made aware of what these are.

The Faculty should take considerable responsibility for preparing candidates for admission, and there are ways in which it can do so. For example, it can reasonably expect that at least every Nova Scotian student seeking admission be interviewed by some one or other of its members, with a view to

helping the candidate decide how he is to spend his time during his first year at university. In fact, it would be reasonable for the Faculty to expect that registration be completed, to a very large extent, before any students arrive on campus in the fall. This can be done if some of our members are willing to visit schools during the spring term and be available for a part of the summer for interviews.

We therefore recommend:

- I a) that the selection of each new group of entering students be regarded as a task of major importance;
- b) that a suitable number of academic staff be set aside to ensure, by personal interviews and correspondence, that each new student has made some academic decisions and commitments long before he gets here.

Since organization of some sort is necessary for carrying out these recommendations, we recommend the following:

- II that a Dean of Freshmen be appointed, his sole task as Dean being to select the freshmen class and help them make sensible academic decisions. This person should be a full-time teacher, during the fall term at least.

We suggest that the faculty give this Dean full authority to use his own judgment as to who is admissible and that the registrar accept everyone he approves. In other words, we wish to have a decision which is so important for a young student made by a person and not by a computer.

Ideal teaching-learning

The commission says in the opening section of its report that it would be difficult to make any summary of the various inputs to the commission, some solicited, some gratuitous, which would give legitimacy to any precise criteria.

"If one considers simply the matter of teaching and learning methods," says the report, "it rapidly becomes apparent that what may be true for one discipline, say music, is not necessarily true at all for another, say sociology."

"Indeed, it may further be the case that the most effective methods of teaching and

learning, in any given instance, depend considerably upon the established aptitudes of the teacher and learner.

"In any event, we can see no virtue in prescribing as panacea any one particular method of instruction, whether it be by lecture, by discussion in small groups, by individual tutorials, by ingeniously constructed audio-visual systems, or whatever.

"That is not to say that there may not be value in any or all of these methods: we are simply reluctant on the basis of any evidence we have seen to assert the absolute superiority of any one to any other.

"Similarly, in the case of academic requirements as they at present exist, we have found very little evidence of any desire on the part of faculty members that students should interest themselves in subjects other than those in which a particular faculty member has demonstrated, and had certified, his wisdom and competence.

"The absence of evidence does not necessarily mean that faculty members are opposed to requirements that undergraduate education should extend beyond the confines of a single discipline. But we are aware of cases of students who

The first year:

Enthusiasm should not be all

There seems little doubt that the first year at Dalhousie could be enriched by a change in organization and emphasis.

In many students who appear in college for the first time a dominant interest is well developed and the enthusiasm to be pushing on in the direction of this interest should be given an opportunity to grow. This enthusiasm is diminished, sometimes to the vanishing point, if the student is required at the same time, to "carry" classes in which he has no interest.

This burden is borne by good students without too much strain, but surely there is some way to lighten the burden by making the bearing of it seem a rational and worthwhile thing to do. The only way to make a course of study, which requires the student to enter classes, which form no part of his dominant interest, seem a sensible thing to undertake is by explanation and discussion in advance of commitment. We seem to spend no time in an organized way rationalizing our requirements: we simply state them.

For those students who know, or think they know, what they want to "specialize in," we suggest that the faculty consider the procedure of allowing these students to attach themselves to a department, and of delegating to this department the responsibility of planning a suitable first year for each individual student which it is able to accept.

Furthermore, that the department in question be not hampered by any "overriding" general rules other than this, that no more than two classes are to be taken in that department. In addition, if the department in question has the resources and skills to operate a tutorial system they may have up to two-fifths of the students time to do with as they see fit without specifying any particular classes at all.

It would be the duty of the department to explain to each of its first-year students the relevance of the additional classes, to convince him, as far as time and deep concern would permit, that the overall year is rational and integrated and will prepare him to do many things in subsequent years. By this procedure the student may know that the university has shown a personal interest in how he spends his time and energy, and more important still, that his fate was settled by men and not by a

set of rules.

Another large group of students, which includes some of the ablest, are in the position of having no very decided preference, perhaps not even to the extent of being able to decide between Arts, Science or Commerce. These students should be helped during the first year, to discover some subjects which capture their imaginations, so that specific interests begin to develop.

We suggest that these students be allowed to choose any five classes from a list clearly published at some place in the calendar. If this is agreed, the listed classes must be carefully designed so that successful completion of any five of them would satisfy prerequisite requirements for further work in as many departments as possible. It is clearly desirable that this list include offerings that are collaborative and interdisciplinary in nature.

If students are free to design their own first year they must have access to wise and helpful advisors; it would be the task of the Dean of Freshmen to provide this facility, which might take the form of a Faculty committee.

General:

Faculty must seek

The Faculty of Arts and Science has to be at all times sensitively aware of whether or not it is functioning effectively. Periods of unease occur whenever the Faculty's conception of its role becomes dim, or whenever it over-emphasizes some activity (e.g. research) and neglects another (e.g. teaching), or vice versa.

But more often our unease arises from the conviction that our job is a very difficult one in which we encounter frustration in our attempt to perform well. We are apt to assume that if the curriculum were different, if the organization of our work were altered our achievement would be more impressive. To some extent this is true; but, in spite of "mechanical" defects in organization, good teaching is a common occurrence in our Faculty. It is a pressing problem to find ways of making it so.

The problem of the teacher is

The Faculty might lay down some guidelines for this committee, e.g. the desirability of all students aspiring to a career in public life, or one of the professions, becoming bilingual, or the strong recommendation that students with a limited vocabulary, or who lack skill in oral or written expression, take classes designed to remedy these defects. There is good reason to believe that a student who has tried, without helpful advice, to plan a year's work to suit his own needs and interests will have a motive for carrying out his plans.

There are some further remarks that can be made regarding the freshman year. The first is that in our opinion if we put a much larger part of our time and devotion into doing a sound job with this group many of our frustrations would disappear. The second is that we should try and manage things so that each student knows at least a few professors on a friendly basis, that each student have an opportunity to discuss his assigned essay, problem, or report with someone who can by friendly criticism help him do a better job. This is time-consuming but essential; in fact, it is the only

not so much the transferring of facts from one mind to another; any student who can read has full access to facts and information. But the power to see the meaning and relevance for further thought and further action of the knowledge we already have, and the passion to want to see meaning and relevance in experience, and the willingness to pay the high price in discipline, time and devotion for genuine insight and the awareness of how to proceed to achieve these high goals — the transference of these powers and passions — this is what we do badly.

A Faculty must have a group of teachers who can do these things with some measure of success, and a community of students, large numbers of whom want, or are capable of being aroused to want, deep understanding and insight in addition to technical competence, or it is not engaged

on Undergraduate Education

ing method difficult to define

are concentrating more of their accumulated credits in one subject than the present regulations permit, and who are nevertheless assumed to be satisfying the requirements for a degree. The way we have of dealing with this at present is roughly comparable to the old agricultural practice of closing the barn door after the horse has bolted.

"Again, it is not easy to prescribe rules which will fit every case. Some subjects are by definition so broad and comprehensive that the term discipline may well be a misnomer. To pursue them may well be, by and of itself, a liberal

education. In other cases, there may well be a need for students to broaden their educational experience by going beyond the confines of a particular discipline. In such cases, the opportunity, the active encouragement, perhaps even the legal requirement, that a student do so may be appropriate. But we doubt that the same rule can be made to apply in every case, or even in a majority of cases, except in some arbitrary fashion.

"Indeed, we think it is necessary to caution Faculty at the outset against the view that changes in rules and regulations are likely to serve the aim of

improvement in our operation. We would prefer to see the responsibility for each student's education as a whole placed firmly with the professors and students who comprise the educational process.

"Our recommendations are directed largely towards this general end, and are forwarded with the hope that as far as possible both professors and students can give reasons for

what they are doing, and often doing to one another, at any given moment in the process.

"We also hope that whatever

improvements follow from our recommendations, they will be such that both professors and students can obtain a clearer understanding than at present prevails of the ways in which what may happen to be their chief and immediate concern

relates to other aspects of the operation as a whole.

"The commission will make a number of positive recommendations which, for convenience, can be divided into four groups:

- 1) Admissions.
- 2) The first year.
- 3) Subsequent years.
- 4) General."

Subsequent years:

Lip-service paid to concept of programs of study

At present, lip-service is paid to the concept of programs of study. But, except in the case of some honours programs, which have been carefully designed, there seems to be genuine doubt as to whether a student engaged in his second or third year of study at this university is following anything that can be called a program, except in some mindless, bureaucratic meaning of the word.

What is at present obligatory is that a student, having completed (whatever that means) five classes in the first year, should proceed to tuck away a further 10 classes for a general degree (or 15 for an honours degree).

For the general degree, a student is obliged to take six classes in two subjects, which he is expected to nominate as his major and minor; and four classes in other subjects (elective classes). It is apparently in order for the four elective classes all to be taken in a single subject, and Faculty was told last year that this does in fact happen in a number of cases.

If there are relationships between the classes offered in any given subject, these are

normally expressed as prerequisites.

It is not altogether clear on what assumptions these various requirements are based, or what educational goals they seek to express. Neither students nor faculty are apparently enthusiastic about them.

We note that some students are eager to take more classes than are permitted to them in their main area of study, and in some cases are encouraged to do so by members of the Faculty. The Committee on Studies apparently permits exceptions, particularly when it finds itself faced with what is to all intents and purposes, a fait accompli.

The argument against requiring students to take classes in which they have no interest, or which they resent because they know of another class which they would rather take, is presumably no weaker in the case of senior students than in the case of freshmen. One argument in favour of such requirements, of course, is the difficulty of asserting the uselessness of what you do not yet know.

However, if the requirements cannot be justified, it is difficult to see why they should persist. Two solutions seem to be possible, and they are radically different.

One would be simply to require that a student be awarded a general degree upon the satisfactory accumulation of any 10 classes beyond the first year. That this would increase the fragmentary, idiosyncratic nature of any individual education seems at least likely. The best students, presumably, then as now, would seek to derive the maximum benefit from their years of study, and would no doubt re-integrate the disintegrated and make the incoherence coherent on their own terms. The education thus available to the majority of our students, however, would we suggest be of doubtful value.

On the other hand, we might, instead of extending the elective principle to its fullest possible extent, prefer that the Faculty offer genuine programs of study for one of which a student must opt. It might further be possible to institute programs of one year's duration, rather than two or three, and Faculty might decide that the satisfactory

completion of two such would satisfy the requirement for a general degree.

It seems inevitable that, as things are at present, most programs would have to be established on a departmental basis. If Faculty agrees, departments should be encouraged to set to work promptly, to devise programs of study of one, two, or three years' duration, for which the department would assume full responsibility.

At the same time, there is certainly no intrinsic reason why programs of an inter-disciplinary nature should not be established and administered just as effectively as those which are departmentally based. Faculty should take effective steps towards the realization of this possibility.

The question that is begged by this proposal, as it has been increasingly begged by recent changes in the curriculum at Dalhousie, is whether the control of programs, indeed of undergraduate educational generally, should rest with the Faculty as a body or with individual departments. The recent tendencies certainly seem to have strengthened the voice of those who believe the latter, and it is acknowledged that the directions proposed here will tend to strengthen this voice.

In line with the above considerations we recommend:

VII that, after the first year, students be required to enter a program of studies.

VIII that each department (or a group of departments offer a number of programs beyond the first year, ranging in length from one to three years (the three-year programs to be necessary for an honours degree and for subsequent graduate work).

IX that departments be permitted to organize the work of students within programs in any way they see fit within the limit of this resources, i.e. they may use lectures, tutorials, personal assignments, etc.

X that the class as a unit of credit be retained and that five units constitute a normal year.

lowed to wane

sound way to train a novice to think or express himself effectively. Aggressive students achieve this personal relationship and private tuition naturally, and professors are happy that there are such students or they would never become intimately acquainted with any of their students. But many students are shy about bringing their problems to the professor's attention and for them an organized and arranged confrontation must be brought about. This can be managed by any resourceful department that considers it worth doing. The most frustrating experience a new student has is to do badly continually and not be able to get the help or encouragement he needs.

Sustained low performance for a student who is trying hard is completely demoralizing — he should be sought out, helped and encouraged — not only by remedial experts but by his teachers. How to achieve this should be a first priority of every department, and the help and advice of the serious students themselves would be invaluable in trying to work out the ways and the means. In fact, advanced

students might be co-opted to help.

Some specific recommendations seem to follow from these considerations:

III that a larger fraction of the resources of the faculty be applied to the academic program of the first year.

IV that the distribution requirements for the first year be abolished.

V that a first-year student be allowed to register for any five classes from a carefully prepared list, but no more than one class in a single department be permitted in general.

VI that a first-year student may, if he wishes, declare immediately his intention to concentrate his work within one department, and may be accepted by his chosen department on initial registration. The department may, in turn, have two-fifths of the student's time, the equivalent of two classes, for work to be organized as it sees fit, and it must approve his whole year's work.

ways to improve performance

in 'higher' education.

In the light of these considerations we recommend:

XI that the Faculty seek ways to improve the performance of its members as teachers by at least giving some thought in an organized way to the nature of the art of teaching and the disciplines by which the art is mastered.

It seems to be the fashion at some universities to take a small group of first-year students whose interests span several disciplines and make the supervision of their work the sole responsibility of five or six staff members who are eager to be engaged in such a venture. The group is usually allowed to claim three credits for their work taking two of the general classes for first year students at the same time.

The success of such a program seems to depend in large

measure on the skill and imaginations of the men who accept this responsibility. If they lose the interest of their students the failure of the scheme is total. However, even those programs which generate enthusiasm in the students can be quite superficial unless carefully planned and executed. One can be interested in many problems without submitting to the rigorous intellectual discipline required in order to deal with them.

It is much easier, and may be more fun, to philosophize than study philosophy. Animated discussion, if unguided by a skillful mind, creates the illusion of progress and achievement, but the firm grasp of a difficult concept is best made in silence and alone.

It is a temptation to equate the ability to verbalize, readily using the jargon of a subject, with the achievement of sound mastery of

the subject. The major danger we see in this kind of program is that, unless carefully planned and skillfully supervised, it explores little or nothing in depth.

We have heard such programs described and in some cases been impressed, in others not. Nevertheless, the Faculty is urged to keep an open mind on this question; if a few professors volunteer to plan and carry through such a program that they be given encouragement and support. There may well be programs of great current interest and value that we are neglecting.

As it is inevitable, and salutary, that we be urged to offer new programs and new kinds of classes, we recommend:

XII that Faculty establish a group whose responsibility it is to see that experimental programs and classes are soundly conceived, properly planned, and ably executed.

ARTS

DOW presents Consul

The dilemma of the twentieth century — that of the single human being fighting a faceless, mindless bureaucracy — is the theme of one of the best-known of modern operas, to be presented March 25 and 26 at the Rebecca Cohn Auditorium.

Gian-Carlo Menotti's *Consul*, an immediate success when it first appeared in 1950, will be presented by the Dalhousie Opera Workshop on the two evenings at 8:30 p.m. in the Dalhousie Arts Centre.

The *Consul*, written just after the Second World War, portrays particularly the anguish of those caught in the web of the modern police state and the anguish of those who attempt to accomplish things against the weight of the bureaucracy.

The central figure in the opera is Magda Sorel, whose husband John has been forced to flee to a neighboring country because of his political activities. The main action of the drama focusses on Magda's efforts to obtain a visa to enter that neighboring country.

She presents herself day after day at the office of the Consul — a figure whom nobody ever sees — but is constantly rebuffed in her efforts to obtain the visa. Her chief frustrations rest in red tape and the indifference of the Consul's secretary, who blocks all efforts to see the great man.

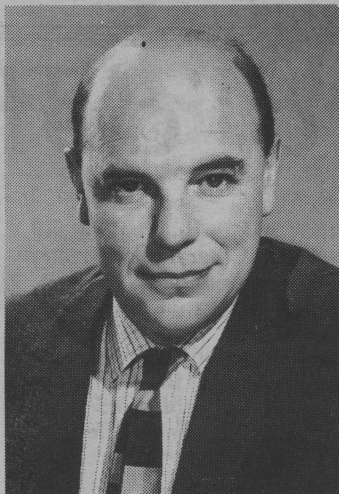
Interspersed with the scenes in the Consul's waiting room, where a variety of other figures also go through the fruitless motions of trying to see the Consul, are scenes in Magda's apartment where she and her mother take care of her baby and plan methods of escape. Frequently appearing in these scenes is the secret police agent who is trying to find her husband.

Ultimately the opera ends in tragedy: Magda's baby dies, her husband returns only to be captured by the police, and, in despair, she commits suicide.

The Dalhousie Opera Workshop presentation is directed by Philip May, who also sings the part of John Sorel. Nancy de Long sings the part of Magda, Jacqueline Harmer sings the Mother, and Elvira Gonella sings the Secretary. Also appearing are Geoffrey Brennan, Raymond Grant, Annette Coffin, Margaret Holmes, Margaret Branscombe, Scott Savage and James Farmer.

Tickets are available from the Central Box Office (424-2298) at \$4, \$3, \$2, students half-price.

A slide illustrated public lecture on Photography of the sixties will be given by GUENTER KARKUTT, German-born head of the department of Photography at the Nova Scotia College of Art and Design, at 8:30 p.m. on Thursday, March 16, in the Art Gallery, Dalhousie University Arts Centre. The lecture, sponsored by Dalhousie Art Gallery, is being presented in connection with an exhibition of photographs by Professor Karkutt, on view in the gallery during March.



Dr. Peter Swann

Museum's role to be discussed

The role of the museum in modern society will be the subject of a free, public lecture on March 22 by Dr. Peter Swann, Director of the Royal Ontario Museum.

Dr. Swann's lecture, entitled "Museums, Past, Present: Where do we go from here?" will be presented at 8:30 p.m. in Room 406 of the Dalhousie Arts Centre.

Dr. Swann has been Director of the R.O.M., which has one of the world's great collections of Oriental art, since 1966.

Himself a specialist in Oriental art, he is the author of five books on the subject, and will also lecture at the Nova Scotia College of Art and Design "On Chin Nung" in the Anna Leonowens Gallery at 2 p.m. on March 23.

Born and educated in England, Dr. Swann was Keeper of Eastern Art at the Ashmolean Museum, Oxford, and was also retained by Princeton University to install its Oriental collections.

Dr. Swann has been noted for his strong views on the role of museums. Basically, he sees them as "places of tranquility for the mind" in a tumultuous modern world. He also feels that the museum must increase both its role in education and its public appeal.

Toys 500 years apart

The toys of two centuries 500 years apart — one group lighthearted, the other intensely serious — will be exhibited in the Dalhousie Art Gallery during April.

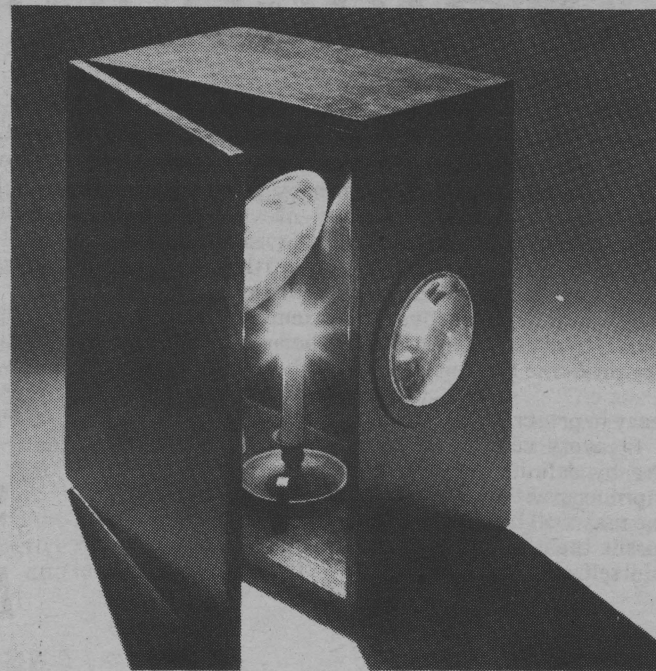
The lighthearted group is the exhibition "Toys Toys" circulated by Memorial University of Newfoundland, while the more serious group is an exhibition of 25 models of mechanical ideas from one of the greatest minds in history — that of Leonardo da Vinci.

The exhibition "Toys Toys" is the work of Dennis Le Page, who has put together a number of large plywood, stand-up cutouts and plywood wall hangings.

The toys themselves are the objects depicted — the playthings of mechanical Man. In several works, speeding racing cars are depicted with fierce pop-art, op-art clarity racing towards the viewer. Others are jigsaw puzzles demanding to be put together.

Still others portray speeding airplanes and railway locomotives, all seeming to "move" through astute use of perspective and tone combinations.

More cool and more sedate is the exhibition of da Vinci models, on loan from IBM of Canada Ltd. from April 14 to May 3. The exhibit, entitled "Da Vinci: Engineer" presents in model form many of the ideas from the mind of the great artist and inventive genius who in the fifteenth century sketched plans for many mechanical contrivances that were not to become realities until the twentieth century.



PROJECTION APPARATUS — da Vinci used a candle and a lens to project an enlarged image on a screen. He drew the image on transparent sheets, such as mica, for this purpose.

There is, for example the parachute, or "tent of linen" as Leonardo called it, which is believed to have been tested in his own day from a tower. Similarly, there is his plan for an "aerial screw" which applies the principle of the propeller in such a way as to produce a helicopter.

Many of Leonardo's inventions were designed for practical military applications, such as his design for a machine gun which mounted 10 barrels much as did early machine guns in the nineteenth century. A variation of this was a gun

with 30 barrels in triple tiers to be fired successively.

Other military inventions include metal projectiles, an armored vehicle like a tank, a gun employing steam as a propellant, and a shrapnel shell much like modern shrapnel.

Leonardo is also the designer of the modern clock — not perfected until the 17th century — which keeps both minutes and hours instead of only hours as previously.

Some 16 models of other inventions comprise the exhibit.

Dalsaskamay:

Ambitious campaign

Dalsaskamay??? How about Dalhousie in Saskatoon in May.

What it all boils down to is the fact that Dalsaskamay '72 is one of the most ambitious amateur theatre projects in Nova Scotia history.

In mid-January the Dalhousie Musical and Dramatic Society was invited to attend Theatre Canada '72 in Saskatoon and present

their production of *Bury the Dead*, a play by Irwin Shaw. The festival takes place May 20 to 27.

Dalsaskamay '72 is the title of the project which is responsible for travel and accommodation aid for 40 cast and crew members. Initial estimates of the cost are about \$6,000. About half of this amount is expected from federal and provincial

government grants. The rest must be raised through special performances and other activities.

The play itself, *Bury the Dead*, is the backbone of the campaign. The play will be presented in a special performance, the first week of May one performance during that week will be billed as a patron's performance. Reserved seats, for that performance only, will be \$5 each on a first come, first serve basis.

All patrons will be acknowledged in a specially printed supplement to the Theatre Canada '72 program.

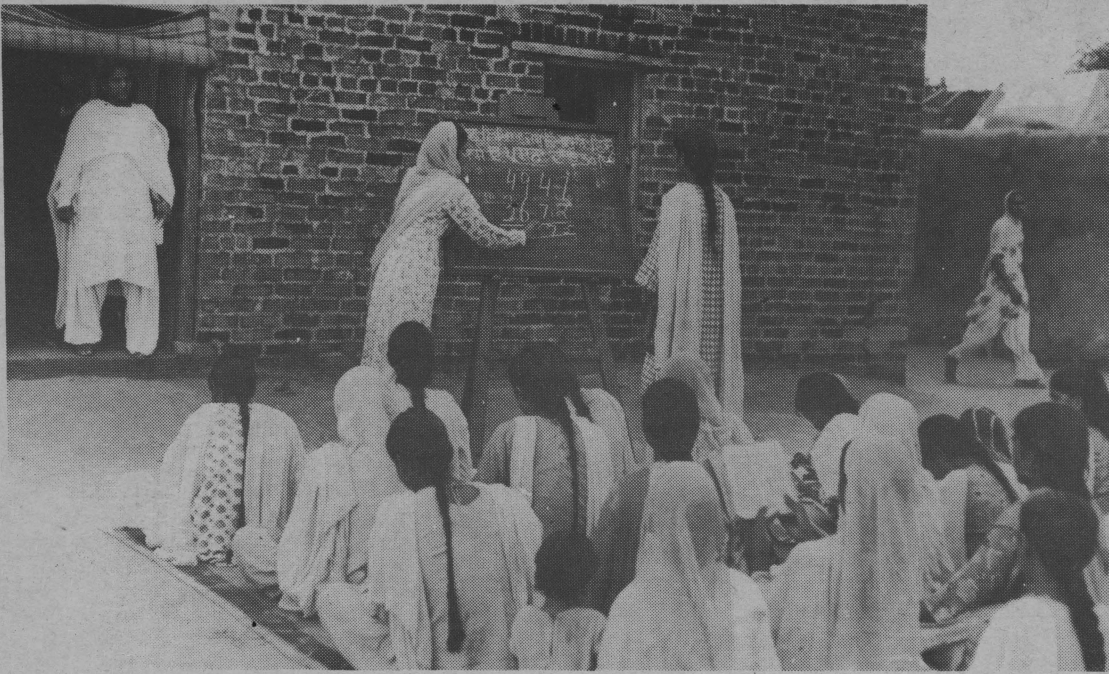
The Dalhousie Musical and Dramatic Society is as much a community as it is a university drama group. Several of the cast and crew members are teachers, office managers and construction workers.

The society represents a cross-section of amateur theatre talent in Nova Scotia and the quality of the troupe has prompted the invitation to participate in the national festival, representing the pinnacle of amateur theatre achievement in Canada.



The Athlete by Rodin.

GENERAL



UNESCO Voluntary Work Camp in India. Classes for villagers are organized by the volunteers.

"Books For All" UNESCO theme

An attempt to meet the huge and ever-growing needs in the developing countries for books, library services and teaching materials is one of the first objectives of UNESCO, and to this end 1972 has been declared International Book Year.

Under the slogan "Books For All", campaigns are getting underway throughout the world to promote interest in and raise funds for textbooks at all levels of instruction, to expand the library services and provide mobile libraries to reach school children and the new literate in rural areas.

The UNESCO International Book Year campaign was introduced to Halifax area library personnel at an afternoon

reception sponsored by the Halifax Regional Library Board and held last week in Dalhousie's Killam Memorial Library for Henry C. Campbell, Chief Librarian at Toronto Public Library.

Mr. Campbell, head of the national campaign for International Book Year, was guest speaker at the School of Library Service.

Dalhousie will shortly make public, details of its supporting program for the book year. All money donated to UNESCO is converted into gift coupons, a form of international currency, sent direct to specific projects approved by the countries concerned, and no money deducted for administrative purposes.

Task Force: disillusionment, sex, apathy

Continued from Page 3

ourselves for fear that we are as inadequate as we fear we are, and as a result many stress-filled hours are spent contemplating one's own inadequacies and double guessing about the next door's sex life.

"In a finite period of time everyone has a few sexual encounters which terminate with coitus and all our past indoctrination dictates that the male has finally made it. In reality most of these relationships are inadequate and problem-ridden, have solved little, confused more.

"The individual with the steady girl-friend for the most part, seems to have a more satisfying relationship in that the sexual encounters are more intimate, emotionally loaded and mutual and so more satisfying. The point that I am trying to make is that almost all of us are taken by the great myth and have a hard time coping with it. Fortunately most students resolve the problem by their last teens or early 20's but they still have to go through a fair amount of inner conflict first.

"The problem of male-female relationships takes care of itself as the individual matures and becomes more concerned with quality of relationships, in its broadest sense, rather than just quantity. What could be very helpful is a university agency that could provide adequate counselling. If such a body existed, a troubled individual could discuss fears, frustrations, morals, social pressures, etc. and hopefully would not have to combat the attitudes of 40 and 50 year-olds.

"For the seven years I have spent at Dalhousie, the reference to apathy has been alluded to almost daily. The word apathy takes on a connotation of lack of participation and a failure to get involved. The question arises, participate with whom and get interested in what? I personally am interested to a degree with student government but I do not feel everyone should be. As past-president of the residence council there were a number of projects which I felt were worthwhile and needed to be done but for many of them I did not have the interest or the time to do myself. I asked a number of others if they would do them and also advertised the positions. In most instances there was no response and so my typical response was — why is everybody so apathetic. In reality was it apathy or just that others were not interested or did not have the time either?

"In some respects I am very apathetic. For example, the Young Socialists wish to make Dal operate in a communistic fashion in which the student body and workers control it. They also want to do away with the Board of Governors, the Capitalistic way of life, etc. I personally do not believe in their goals and objectives and do not want to get involved with them. To the Young Socialists I am therefore apathetic. If the Young Socialists were to directly affect me they would not find me to be apathetic but on the contrary I would not be found to be a reactionary and perhaps in inner circles I might be labelled with less complimentary terms.

"Similarly all involved people have to realize that most people are not going to be interested in what they propose or work for. As long as one does not affect the majority's life too much, one may do whatever he wants and illicit no reaction for or against. Where a problem does arise is when a certain group are borderline and would be involved if they were approached personally. Mass produced posters on campus do not have much appeal for most people. The percentage who might be interested need that added push of knowing that some one thinks that they might be capable or right for a position and that some one has asked them to do it. In a number of cases, these people might come forward to get interested and involved if the extra push is supplied. For example, I knew about this task force. I was on the borderline about presen-

ting any ideas or thoughts for consideration and if posters were my only touch with the Task Force I would not be here now. Since some one approached me personally, I was pushed off the fence and collected my thoughts for presentation.

"I believe that the greater majority of people will not be interested at all in most projects but for the borderline fence sitters a little extra push is needed and this is where the problem lies. If the people involved really want added support then they are going to have to get out and approach people personally and push them off the fence. If a serious attempt to get support and involvement fails, then the person involved will either have to drop his project or work alone until in time others take on his cause.

"The Student Union and other campus heroes complain of the lack of involvement and interest by students. My comment is to say that they are only partially right. There is a small percentage who will get involved if they are approached personally, but the leader should not expect these people to come to them. If a leader is truly interested in getting support and involvement, then he should not be so 'apathetic' and get out of his office to go out and find it, on a personal level.

"It is amazing how campus politicians can get out to find support on a personal level during election time so why can they not do it for other things later in the year when they have the office. It might be pointless to blame the executive for not getting out to find people who are interested but the council consists of representatives of all the people and it should be up to them to find people out of their constituencies. I do not believe that the system is wrong or inappropriate. It is the people who hold the positions, who are supposedly the 'fireballs' of campus, who fail to generate interest and enthusiasm in the fence sitters. I hope that the next time a campus wheel wants to yell apathy, he just shuts up and gets out to try and recruit others, and not just his personal friends or people who are known to get involved in almost everything.

THE FOOD SERVICE

"The present food service is no different from any other. They have good meals and poor ones although the majority are at a satisfactory level at which few people comment one way or the other. The fact that we had a food boycott is merely symptomatic of a number of frustrations but since the food was poor during that period and was tangible it was only natural that it should be attached tangibly. Howe Hall has had a "food riot" every two to three years and for a brief period there is a great deal of interest generated in students, the food service and their staff, and the administration. For a brief moment things improve and the residents become aware that somebody knows we are overhere.

"A problem that most residents are interested in but know little about is the cost of the food service and the rate of increase. My personal point of view is that food contracts should be open to the public tender annual or at least biennially to insure that we get the highest quality service at the lowest price.

ADMINISTRATION

"There is a definite waste of money in Howe Hall and a very poor inefficient organizational framework for administering the residence. The university is slowly becoming aware of the problems and from all indications is willing to correct many of these.

"Provided personal interests are put aside by the individuals involved in correcting the problems we should have remedies very soon, hopefully in the new fiscal year. If the Housing Agency does what it was intended to do and there is a practical framework

designed to accomplish the intended goals, then this side of student life should improve.

"The problems of vandalism, theft, damage, etc. exist and seem to be getting worse. I personally believe that they are symptomatic of a much greater disease running rampant in Dalhousie and probably in all society and this is the disease of Dehumanization. At present everyone is caught up in a system that appears to have no direction. Within a situation like this nobody knows where they actually fit. We all have a knowledge that we will have to do something, but what? We all want to be happy and satisfied with life, but how? We would also like to know where we are headed but cannot see the future, and to top it all off no one seems to care.

"It is small wonder that people lash out and try and upset the system by doing inappropriate things such as ringing fire alarms, throwing beer bottles out of 20th story windows, slashing furniture, etc. just to see if there is any reaction at all, whether it be positive or negative.

"If one proceeds from the assumption that Dalhousie University and students are suffering from Dehumanization, then it is here that we are going to have to affect a cure. With this in mind a number of solutions come to mind:

"1) The university should reassess its growth policy. Is it really necessary that Dalhousie have 10,000 to 15,000 students? Should we consider having a better quality of education rather than quantity in an effort to allow for individuals? If Nova Scotia really needs more institutions of higher learning, why can it not build new ones rather than expanding and overloading the present institutions? Most people would much rather graduate from a university that offered them a satisfying educational experience rather than from an institution that is known for beautiful buildings, gross numbers and size.

"2) Classes should be smaller and structured such that Professors are interested in participating in a dialogue to stimulate thoughts and ideas rather than lecturing rote material. It is all too obvious at present that many classes are for spouting facts which are soon forgotten rather than giving an insight to the particular discipline.

"3) Everyone is always talking about communication gaps. It is obvious that the mass media and signs are not effective so perhaps student leaders should communicate personally and through subordinate bodies. It may not get people involved but at least it keeps them informed and gives them some insight as to where we are going. Also information makes people feel that they belong.

"4) More university money should be spent on agencies that are more people-orientated, such as student health, counselling services, the chaplain's office, etc., and there should be a broad variety of personality types hired to work in these social agencies. All of these people should have the qualities of experience, interest, be able to listen with insight and to counsel effectively. This suggestion may seem very naive and idealistic but nevertheless we should become more attuned to the emotional and psychological well-being of students.

"If students can develop in an environment conducive to openness, honesty and freedom from inner hang-ups with people who are willing to help them, then they will also learn to live with these qualities and carry them with them when they leave Dal. It is obvious that society does not want us for what little we know, save for a few fields, since it is out of date when we graduate, so perhaps we will be valued for Humanitarianism."

The Bulletin Board

Friday, March 17

MUSIC

8:30 p.m. — Cohn Auditorium, Arts Centre — Jazz Concert — DON WARNER'S BIG BAND. Free.

Sunday, March 19

MUSIC

3 p.m. — Cohn Auditorium, Arts Centre — Dalhousie Chorale SCHUBERT MASS in G. Free.

7 p.m. — Cathedral of All Saints — Cathedral Choir and James Burchill, organist — BACH CHORALES AND CHORALE PRELUDES FOR LENT AND EASTER. Free.

Monday, March 20

LECTURES-SEMINARS

9:30 a.m. — Auditorium, Killam Memorial Library — School of Library Service Monday lecture series — DR. HENRY D. HICKS, "Thoughts of a Book Collector" Open discussion to follow.

8 p.m. — 212, A & A — George E. Wilson History Club and History Department meeting — RICHARD COBB, Balliol College, Oxford, "The French Revolution". Open.

MEETINGS

9 a.m. — 15th floor, Conference Room, Tupper Medical Bldg. — Presentation of DR. IAGO GALDSTON, "Schizophrenia" — arranged by Dept. of Psychiatry.

7:30 p.m. — 1546 Barrington Street — No. 5 in 10-week course on THE HISTORY OF BLACK CANADIANS, directed by Pauline Overstreet. Details 429-3595. Weekly.

Tuesday, March 21

LECTURES-SEMINARS

4 p.m. — 3655, Life Science Bldg. — Oceanographic Seminar — COLIN LEVINGS, PhD. Candidate in Oceanography.

8 p.m. — 1460 Oxford Street — PANEL DISCUSSION with Professor Braybrook and Professor Haines and two graduate students, sponsored by the George E. Wilson History Club — "The Necessary Miscegenation between History and Social Sciences OR The Perils of Splendid Isolation."

CULTURAL AFFAIRS

12:15 p.m. — 406, Arts Centre — Art Gallery lunch hour films — CHARLES BURCHFIELD: FIFTY YEARS OF HIS ART, reviewed through a selection of his works, clarified by brief, concise narration; ART NEW YORK: DAVID SMITH, contemporary American sculpture. Free.

8:30 p.m. — All Saints Cathedral — Student organ recitals, James Brown, David MacDonald, Ruth Lloyd, Bitten Thompson, of Dal music department. Free.

MEETINGS

9 a.m. — Auditorium, Halifax Infirmary — Presentation by DR. IAGO GALDSTON, arranged by Department of Psychiatry.

12 noon — 218, SUB — Open discussion on BAHAI-WORLD FAITH. Open to all. Weekly.

Wednesday, March 22

LECTURES-SEMINARS

All day — Auditorium, Killam Library — Institute of Public Affairs Advanced Management Centre Seminar

on EFFECTIVE PROMOTION, with R.H.R. Glube, of Dalhousie. Concludes Thursday.

4:15 p.m. — 101, Dunn Science Bldg. — Physics Seminar — DR. H.M. BRADFORD, "Type III Solar Radio Bursts."

8:30 p.m. — 406, Arts Centre — Art lecture arranged by Dal Art Gallery and NSCAD — DR. PETER C. SWANN, director of Royal Ontario Museum, "Museums, Past, Present: Where Do We Go From Here?". Free. Open.

Thursday, March 23

LECTURES-SEMINARS

9 a.m. — 2805; Life Science Bldg. — Research Seminar sponsored by Dalhousie and Saint Mary's Universities on MULTIVARIATE STATISTICAL INFERENCE. Details from Dr. Gupta, 424-3325. Continues Friday and Saturday.

2 p.m. — Anna Leonowens Gallery; NSCAD — Art lecture arranged by Dal Art Gallery and NSCAD — DR. PETER C. SWANN, on Chin Nung, Chinese poet, writer and painter. Free. Open.

4:30 p.m. — 2922; Life Science Bldg. — Biology Journal Club Seminar — PROFESSOR HARLAN P. BANKS, Professor of Botany at Cornell University, "Origin and Early Evolution of Land Plants."

Friday, March 24

LECTURES-SEMINARS

10:30 a.m. — 306, Chemistry Bldg. — Seminar on ANALYTICAL CHEMISTRY OF PESTICIDES AND OTHER ORGANIC POLLUTANTS. Weekly. (please confirm with Dr. Frei 3334).

11:30 a.m. — 214, Chemistry Bldg. — Chemistry department Seminar — DR. D.R. MAY, director of research, Cynamid of Canada, Niagara Falls, "Industrial Research by a Foreign Subsidiary in Canada."

3:30 p.m. — 4258, Life Science Bldg. — Psychology Colloquium — KEITH OATLEY, Sussex, England, "Mechanisms responsible for purpose fullness and appropriateness of motivated behavior."

MEETINGS

All day — Tupper Medical Bldg. — Short Course arranged by Division of Continuing Medical Education Faculty of Medicine — Cardiology. Concludes Saturday.

CULTURAL

3:30 p.m. — All Saints Cathedral — Graduation Organ Recital by SISTER ROSE ROBITAILLE. Free.

SOCIAL

7:30 p.m. — Seton Academic Centre, Mount St. Vincent — Movie, MAN FOR ALL SEASONS.
9 p.m. — Green Room, SUB — JAZZ AND SUDS — Dal i.d. necessary. Weekly.

Saturday, March 25

CULTURAL

8:30 p.m. — Cohn Auditorium, Arts Centre — Dalhousie Cultural Activities and department of Music present THE CONSUL, a three act opera by Gian-Carlo Menotti. Tickets \$2, \$3, \$4, students half price — 424-2298.

Sunday, March 26

CHAPLAINCY

7 p.m. — Council Chambers, SUB — FOLK MASS — dialogue homily, folk music, etc. Weekly.

CULTURAL

8:30 p.m. — Cohn Auditorium, Arts Centre — Repeat performance of THE CONSUL. Tickets \$2, \$3, \$4, students half price — 424-2298.

Monday, March 27

CULTURAL

8:30 p.m. — Students Lounge, Arts Centre — Dalhousie Women's Club MUSICAL EVENING, with music by members of the department of music — husbands welcome — refreshments.

MEETINGS

All day — Dental Building — short course in continuing dental education — Oral Pathology — PROFESSOR J. MAIN, University of Toronto. Continues March 28, 29, 30.

7:30 p.m. — 1546 Barrington Street — No. 6 in 10-week course on HISTORY OF BLACK CANADIANS.

8:15 p.m. — 6550 Waegwoltic — Dal/ Kings Reading Club — program of BOOK REVIEWS by Mesdames P.S. Farmer, B.A. Rasmussen, R.H. Vingoe. Hostess, Mr. C.B. Weld.

LIBRARY

Until April 10 — Showcase Exhibition in Killam Memorial Library, Main Lobby — MIC MAC ARTIFACTS.

Tuesday, March 28

CULTURAL

12:15 p.m. — 406, Arts Centre — Art Gallery noon hour art movies — MATISSE A SORT OF PARADISE, using pictures gathered for the 1968 Matisse Exhibition in London; directors Gowing and John Jones trace development of idyllic quality in Matisse's paintings.

8:30 p.m. — Cohn Auditorium, Arts Centre — Music department presents a Student Recital by RAYMOND GRANT, baritone and WILLIAM WALLACE, trombone. Free. Open.

LECTURES-SEMINARS

4 p.m. — 3655, Life Science Bldg. — Oceanographic Seminar — PROFESSOR ERIC MILLS. Topic to be announced.

Wednesday, March 29

LECTURES-SEMINARS

4:30 p.m. — 2922, Life Science Bldg. — Biology Journal Club meeting — PROFESSOR FRANKLIN G. WALLACE, University of Minnesota department of zoology, "Insect trypanosomatids as Models."

Friday, March 31

GOOD FRIDAY — University closed all day.

CONCERT

8:30 p.m. — Cohn Auditorium, Arts Centre — Atlantic Symphony Orchestra and Atlantic Choir presents REQUIEM by FAURE — Theodore Uppman and Kay Dimmock soloists. Tickets: \$4, \$3 adults; \$3, \$2 students — 424-2298.

Saturday, April 1

CULTURAL

8:30 p.m. — Cohn Auditorium, Arts Centre — department of Music presents a Graduation Recital by MICHAEL LAURISTON, French Horn. Free. Open.