



Season's Greetings

21 YEARS AGO, HE FACED
A FORMIDABLE TASK . . .

He built well

By Derek Mann

- There is a real need to develop here in the research field of dentistry.
- The number of qualified applicants for places in the dental school is still far above the number who can be accommodated.
- For the immediate future, there is not the faintest chance of total dental care in Canada along the lines of medicare; the alternative is an "incremental program" of service for children with strong emphasis on prevention.
- The political move to allow unqualified people to practise a phase of dentistry was not in the best interests of the public, even in the short-term.
- The dental hygienist is a key person in the delivery system for dental health care.
- Our continuing education program for practising dentists has had remarkably good response, probably unique — to the advantage of the public.
- There was, and probably still is, an unusually good opportunity here for the development of programs to the great advantage of the Atlantic community.
- A new dental school? That depends on government decisions.

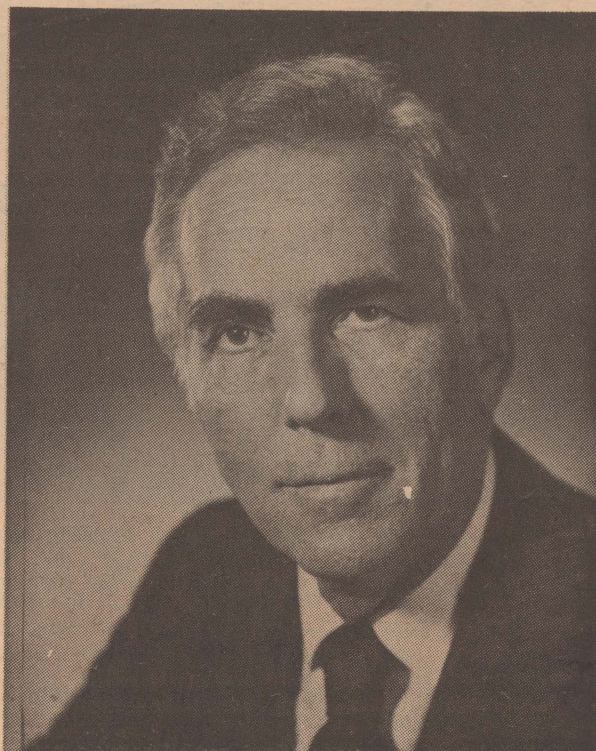
They are some of the views of Dr. James D. McLean, Dean of the Faculty of Dentistry at Dalhousie University.

At the end of June next year, Dr. McLean will step down as Dean, having served in that post for 21 years.

For most of that time, it has been a matter of building up the dental school to its present strength and status.

When Dr. McLean was approached by Dalhousie in the

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Dr. James D. McLean, who steps down next summer — after 21 years as Dean of the Faculty of Dentistry.

TOYS: CHOOSE THEM WISELY

Children play to avoid boredom, but the things they play with should be novel, complex and stimulating.

In this age of consumerism and change, so many toys and other playthings are on the market that the choice is bewildering and perhaps irritating.

So says Dr. Michael J. Ellis, Director of the School of Physical Education, and an expert on play.

With Christmas around the corner, his comments are appropriate.

"First," he says, "it has become a cliché that play is very important. Saying that does not mean much until it is known in what way play is important. Knowing in what way play is important should influence the way in which adults in turn influence the play of the children around them. So why do kids play?"

"Kids play because the things they do prevent them being bored, since boredom is unpleasant. Eliminating boredom is accompanied by pleasant feelings, and children, and most other mammals, rapidly learn responses

(Cont'd. on p. 4)

Biology under pressure

By Roselle Green

Enrolment in biology classes has jumped for the second consecutive year — 19 per cent this year and 18 per cent last year. The swell is more apparent in the 2000 level classes where pressure on students and staff is mounting; and in 3000 and 4000 level offerings where course enrolment has been limited.

Biology 1000 accepts students with a grade 12 high school average in biology of less than 75 per cent. The size of this class has remained around the 425 figure and can, if necessary, go as high as 500 before numbers become a problem, according to Dr. Lawrence Cameron.

A sharp increase has occurred in Biology 2000 (a first and second year class in Diversity of Organisms) where 560 students represent a 26 per cent rise over last year. Dr. S. R. O. Chapman, who participates in teaching the class, says that this has resulted in an overwhelming situation for students and teachers, to say nothing of the demands on support staff and the facility.

Although the audio-tutorial teaching method, designed to deal with large numbers, is employed, the increase is still in excess of what can be managed efficiently and effectively.

For example, the usual six-hour-per-week suggested

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Health economics course begins next month

A new undergraduate course in health economics will be offered by the Department of Economics beginning in January.

Professor Murray G. Brown will give a weekly lecture/seminar course on selected aspects of the health care sector of the Canadian economy.

Dr. Brown, an economist, is an associate professor in the Department of Preventive Medicine, Faculty of Medicine, and a part-time lecturer in the Department of Economics.

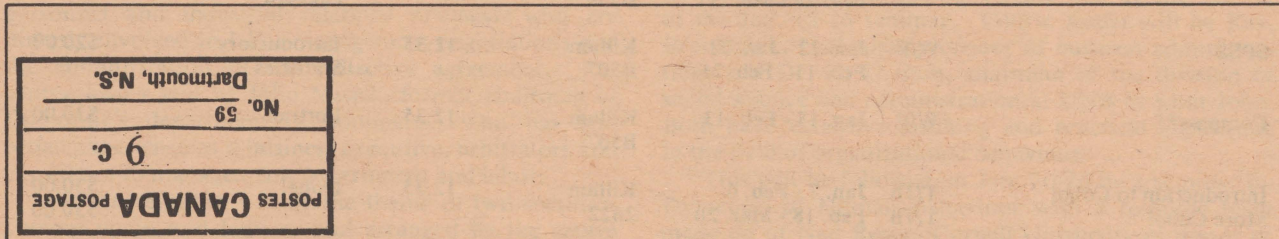
Health economics has emerged only recently as a separate field of study. Rapid growth in the size of the health care sector, accompanied by major innovations with respect to the financing and delivery of health care services, has led to an increasing interest in economic aspects of health care.

Dr. Brown has undertaken research in health economics in Nova Scotia and New Brunswick and has studied at the Centre for Health Administration Studies, University of Chicago.

Enrolment in Economics 231B is open to students who have completed an introductory course in economics. To accommodate part-time students the class will meet once each week during late afternoon or early evening. Students wishing further information should contact the Department of Economics.

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GENERAL NEWS

Australian universities:

Total funding by federal government

- Australian universities are now financed totally by the federal government, and students pay no tuition fees.
- The public library system is much less developed in Australia than in Canada.
- Average time to get a book from outside the country is about 120 days.

They were a few of the comments made by Dr. Derek Fielding, the James Forsyth Librarian at the University of Queensland in Australia, when he visited Dalhousie earlier this month.

Dr. Fielding, a native Ulsterman but educated at Trinity College, Dublin, is on sabbatical leave this year, and he spent two weeks at Dalhousie as librarian-in-residence. During his sabbatical he is visiting libraries in the United States, Canada, Britain and Europe, studying their methods and systems.

While on campus, he spoke at one of the School of Library Service's Friday morning lectures, to the Halifax Library Association, and took part in discussions at the meeting of the Association of Atlantic Universities librarians. He also held informal discussions with students of library service.

Differences between Australia and Canada? "The major ones are that universities in Australia are financed totally by the federal government, and students pay no tuition fees. For librarians this means much great uniformity in funding and is likely to reduce regional differences.

"The country is much bigger than most and we have fewer people than most, and some of our universities are quite isolated, and we don't have the benefit of a



Australian university librarian Dr. Derek Fielding (centre) at the recent meeting of the Association of Atlantic Universities Librarians which was held at Dalhousie. Seated next to him is M. Riaz Hussain, librarian at the Nova Scotia Technical College, who is president of the AAU librarians. (Wamboldt-Waterfield)

United States next door.

"The public library system is much less developed than here or in the States or Europe, and the acquisition of library and technical development information is slow. If we want sophisticated equipment, we have to have it shipped in especially, and then we have to find people to operate and maintain it. Then, if we want a book — without using expensive air freight — the average delivery time is about 120 days.

"Of the federal government's increased interest in education, it's significant that in the last three years education expenditures have increased by 150 per cent,

and the government is planning further tremendous expenditures, and there is also money available for innovation in education.

"What the government has done amounts to a federal takeover of education, and the states have not objected although they have their differences with the federal government and between each other."

Dr. Fielding, who visited university libraries in the U.S. and other parts of Canada before visiting Dalhousie, is a member of the Library Association of the United Kingdom and a Fellow of the Library Association of Australia.

Scholarship deadline

The Canada-Britain Scholarship Foundation announces that the application deadline for its postgraduate scholarship in the humanities and social sciences, tenable in the United Kingdom, will be Jan. 15.

Only one such award will be granted for 1975-76 with a value of \$4,000. Application forms may be obtained from Canadian universities or by writing to the Foundation directly at P.O. Box 122, Toronto-Dominion Centre, Toronto, Ontario, M5K 1H1.

More computer courses planned

The Computer Centre has arranged another series of non-credit courses on computer techniques and pro-

gramming for the period between January and April next year. Course fee ranges from \$20 to \$30, but are free of charge to faculty, staff and students of Dalhousie, King's, Mount Saint Vincent, and Nova Scotia Technical College.

The following timetable shows the courses, their dates, locations, times, prerequisites and fees.

UNIVERSITY NEWS

University News is published fortnightly between September and May by Dalhousie University, Halifax, Nova Scotia; it is produced by the University's Information Office, and is printed by the Dartmouth Free Press.

Inquiries and contributions should be addressed to: The Editor, University News, Information Office, Old Law Building, Dalhousie University (424-2517/8).

Following is the deadline and publishing schedule for the balance of 1974-75:

Date on issue	Date of printing	General Deadline	Late-breaking or urgent news deadline
FRIDAY	THURSDAY	MONDAY	THURSDAY
Jan. 10	Jan. 9	Dec. 30	Jan. 2
Jan. 24	Jan. 23	Jan. 13	Jan. 16
Feb. 7	Feb. 6	Jan. 27	Jan. 30
Feb. 21	Feb. 20	Feb. 10	Feb. 13
March 7	March 6	Feb. 24	Feb. 27
March 24	March 20	March 10	March 13
April 4	April 3	March 24	March 27
April 11	April 10	April 7	April 10
May 2	May 1	April 21	April 24

COURSE	DATES	LOCATION	TIME	PREREQUISITE	FEE*
Introduction to Computing and Basic Programming	T/Th Jan. 7 - Feb. 6 Feb. 18 - Mar. 20	Killam B507	12:35	None	\$20.00
Introductory Fortran	T/Th Jan. 7 - Feb. 6 Feb. 18 - Mar. 20	Killam 2616	12:35	Introduction to Computing	\$30.00
Intermediate Fortran	W/F Jan. 8 - Feb. 7 Feb. 19 - Mar. 21	Killam 2616	12:35	Introductory Fortran	\$30.00
APL	W/F Jan. 8 - Feb. 7 Feb. 19 - Mar. 21	Killam B506	12:35	Elementary Matrix Algebra	\$30.00
SPSS	W/F Jan. 22 - Jan. 31 Feb. 11 - Feb. 21	Killam B507	12:35	Introductory Statistics	\$20.00
Compass**	W/F Jan. 15 - Feb. 13	Killam B507	12:35	Fortran	\$30.00
Introduction to Cobol	T/Th Jan. 7 - Feb. 6	Killam	12:35	None	\$30.00
More Cobol	T/Th Feb. 18 - Mar. 20	2622			\$30.00

**Registration limited to 15 persons

16,000 took summer school credit courses

Sixteen thousand students in the Atlantic provinces were enrolled last summer in university credit courses. This number is equivalent to 42 per cent of the 1973-74 full-time undergraduate enrolment in all the universities.

Thirteen institutions were involved in providing the programs and the courses were offered on 28 different sites; 12 university campuses, 5 satellite campuses, and 11 other centres.

This information is included in a survey of Atlantic student summer enrolments in degree-credit programs recently completed by Dr. F. T. Parker, Director of Summer School at Dalhousie.

The study, which covers the period 1971-1974 inclusive, was undertaken to provide information which could be useful to Summer School directors, registrars, and other university planning officials.

The total summer enrolment for all universities over the four year period remained approximately the same with only a two per cent overall increase. New Brunswick and Newfoundland showed a decrease while Nova Scotia had a nine per cent increase during this period.

In the Atlantic area there was a marked increase (82 per cent) in the attendance of students attending the first (May-June) session with a slight falling off in attendance at the second (July-August) session. Newfoundland has none of its students in the May-June session and Prince Edward Island has 56 per cent of its summer school enrolment concentrated in that session.

There are four summer schools with over 2,000 enrolments; Moncton with 2,889, Memorial with 2,527, University of New Brunswick with 2,445, and Dalhousie-Mount Saint Vincent with 2,031.

Dalhousie and Mount Saint Vincent are the only universities with a co-operative and co-ordinated program. The Dal-MSV summer school is the only program which has had a consistent annual increase over the four-year period.

New Brunswick and Newfoundland universities offer extensive programs at satellite campuses where there are permanent facilities and administrative staff. These satellite campuses include, Saint John (UNB), Bathurst (Moncton), Edmunston (Moncton), Corner Brook (Memorial), and Grand Falls (Memorial).

The largest enrolments on parent or main campuses in 1974 were found at: University of New Brunswick with 2,144, Dal-MSV with 2,031, Memorial with 1,961, Moncton with 1,821, and St. Mary's with 1,470.

One of the most significant changes over the four-year period was the 50 per cent drop in enrolment at the Nova Scotia Summer School for teachers. In 1971 the enrolment was 1,750. In 1974 it had dropped to 894.

The graphs and tables in the study provide those interested with sufficient data to make their own analyses and observations. Copies of the survey may be obtained through the Association of Atlantic Universities, Duke Street Tower, Halifax.

AMC seminars for managers next month

Seminars focusing on industrial relations, organizational behaviour, and marketing will be offered during January by Dalhousie University's Advanced Management Centre as part of its on-going executive development program.

Leading off on Jan. 7 will be a two-day workshop for personnel and industrial relations managers who are directly involved in labor-management negotiations and the administration of the collective agreement. Resource leader will be John Misick, former chairman of Dalhousie's department of commerce, who has had broad experience as a business executive, arbitrator and consultant to management, government and labor.

Human relations will be the theme of two seminars coming up in mid-January and arranged by the centre in co-operation with the Public Service Commission of



WANTED: YOUR WASTE PAPER: The Killam Library has embarked, in conjunction with the Ecology Action Centre, on a program of paper recycling. Strategically located throughout the library are cartons labelled like the one in the picture above. They are for library discarders of old paper. But, says Mrs. Ann Oxley, head of Technical Services in the library, there is a central collection point near the delivery ramp at the

northwest corner of the library, and this is where other departments can leave their waste paper. Mrs. Oxley (holding the box in our picture), who organized the program, says that once a week a delivery truck collects about 1,000 pounds of paper for the Ecology Action Centre. And there must be much more on campus that could be recycled.

(Wamboldt-Waterfield)

ON THE SPEAKERS TRAIL with Roselle Green

Marine ecology needs more people

There is a growing need for people in applied aspects of marine ecology, according to Dr. Iain Neish of Applied Marine Research Ltd., Halifax.

In an address to a recent biology seminar at Dalhousie, Dr. Neish said the role of the applied marine biologist in the private and public sector was becoming increasingly important in five areas: multiple use planning; environmental impact assessments; management of living resources; development of harvesting techniques and harvesting strategies for marine utilization; and aquaculture mariculture development.

As more biologists entered the private sector as consultants or as entrepreneurs, they faced problems associated with starting any new enterprise — financing, labor-management relations, long hours and low return on investment for a time.

It seemed logical, said Dr. Neish, that there be a place for the study of applied marine ecology in an academic institution. A university has a repository of specialized knowledge to deal with applied problems, in addition to qualified staff and excellent facilities for establishing an applied program.

Canada.

Leading and Motivating People will be the subject of the Jan. 15-16 seminar. Course leader will be Rev. Brookbank, Dalhousie professor of business administration; and Dr. H. C. Jain, chairman of the division of social science and administration at UNB in Saint John. Both have extensive teaching and practical experience in the field of organizational behaviour.

This will be followed on Jan. 20-24 by a seminar on Dynamics of Human Behaviour with a resource team made up of Ned Rosen, Cornell University professor of industrial and labor relations, and Dunstan Chicanot,

Doctors should not fear litigation

Halifax lawyer Daniel Campbell, speaking at the Faculty of Medicine's Friday-at-Four lecture series, said that doctors' fear of litigation was unjustified, and where a charge of medical malpractice is laid, the measure of medical competence was based on the testimony of a medical witness.

Campbell, who helped to produce a manual for non-lawyers related to health under the title of A Guide to Canadian Health Law, said that there was little litigation against medical practice in Canada compared with the United States. This was partly because there was less malpractice generally; the existence of a prepaid hospital and medical insurance plan; and the presence of the Canadian Medical Protective Association.

He reviewed some of the factors which have led to an increase in the number of litigation cases today. Rapid advances in medical science increased peoples expectation for cure. Greater public exposure to medical problems, treatment and prevention created increased awareness and knowledge by the public. Finally, the shift from medical treatment at home to health care institutions resulted in a less personalized doctor-patient relationship.

Mr. Campbell observed that this relationship still depended on the ability and sensitivity of the medical artist and he urged his medical audience to continue to cultivate these attributes.

course director for the continuing education program for the Public Service Commission's bureau of staff development and training.

Marketing seminars are scheduled for Jan. 21-22 and Jan. 28-29. The first, to be led by Dalhousie professor Richard Glube, will look at marketing tools that can be successfully applied to non-marketing organizations. The second, with St. Francis Xavier professor John Sears, will explore effective management control systems, such as costing decisions, budgeting, and capital investment choices. Both seminar leaders have expertise in business policy and marketing.

GENERAL NEWS

Dr. Alexander E. Kerr

PRESIDENT, 1945-63

Dr. Alexander E. Kerr, president and vice-chancellor of Dalhousie University from 1945 until 1963, died in Halifax on Nov. 30, at the age of 76.

A memorial service was held last week at Fort Massey United Church, and attended by Lieutenant-Governor C. L. Gosse and Mrs. Gosse; Nova Scotia Chief Justice Ian M. MacKeigan; Archbishop James Hayes; MLAs; Dr. Henry D. Hicks, president of Dalhousie, and Donald McInnes, QC, chairman of the university Board of Governors, in addition to members of the family and friends.

Dr. Kerr was born in Louisbourg, Cape Breton. During the latter part of the First World War, he enlisted in the Royal Air Force and went overseas. After his return, he graduated from Dalhousie in arts, and then from Pine Hill in theology. He was ordained to the Christian ministry in 1921. He subsequently went to Union Seminary, where he received his bachelor of divinity, magna cum laude.

He served the church briefly in Sydney and Montreal, and then accepted pastorates in Vancouver, where he served five years, and in Winnipeg, where he served 10. He left Winnipeg to become principal and professor of systematic theology at Pine Hill. After six years in that office, he was invited in 1945 to become presi-

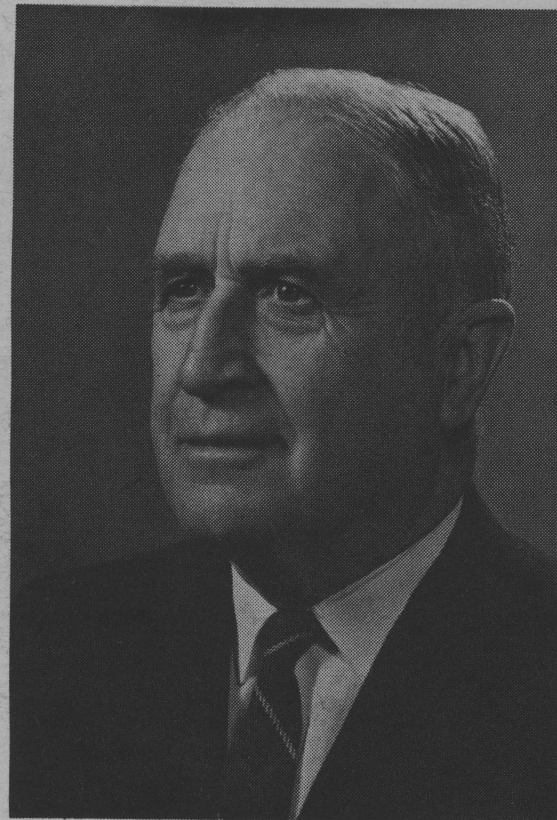
dent of Dalhousie.

Since his retirement from the university, Dr. Kerr had been president of the Maritime Conference of the United Church of Canada, and taught the first class in Old Testament at the Atlantic School of Theology. The school was formerly Pine Hill Divinity College from which Dr. Kerr was a graduate.

Also since his retirement, Dr. Kerr was presented an honorary doctorate of divinity at the 500th anniversary of the University of Glasgow, Scotland. He was the only Canadian so honored at the anniversary convocation. He also held honorary degrees from many universities in the Maritimes and from Winnipeg.

He was also a member of the North British Society; first honorary president of the Red Cross Society; a member of the Canadian Mental Health Association; chairman of the building committee for the Abbie J. Lane Memorial Hospital; and honorary president of the Cape Breton Club.

He was nominated by the Maritime Conference of the United Church, by the Montreal-Ottawa Conference, by the London Conference, and by various other bodies, to become moderator of the general council of the church during his early years at Dalhousie, but declined the nomination.



A Great Talent

A student of the history of education in Nova Scotia cannot help but be impressed by the contribution which the Church has made to the development of academic life.

The highly qualified educators of today inevitably are finding that their work rests on the firm foundations established by churchmen who interpreted as an expression of divine will the provision of the opportunity to learn.

In a Nova Scotia tradition which must be the envy of other provinces and nations, Dr. A. E. Kerr occupies a noteworthy place. His death last Saturday has taken from our midst a Christian gentleman of stature and devotion.

He was first of all a churchman, competent in theology, first in the scriptures — a warm and understanding pastor. His passing leaves the Christian community impoverished.

His citizenship was exemplary. When this nation went to war, he was among those who served. During the years of peace, he gave no less of himself, directing his considerable talents through a variety of organizations.

As an educator, following a teaching assignment at Pine Hill Divinity Hall, he spent 18 years in the presidency of Dalhousie University, a post from which he retired in 1963. Those were crucial and formative years in the history of that institution. The fact that Dalhousie today is a strong and respected centre of learning is attributable, in no small measure, to the vision and administrative ability of Dr. Kerr.

His work has been recognized in many parts of the world and the honors are numerous which have been accorded him.

In the imposing list of clergymen such as Rev. Thomas McCulloch, Father Jean-Mande Sigogne, and Rev. E. A. Crawley, whose ministry helped give the province a superior education facility, the name of Rev. Dr. A. E. Kerr owns an honored and conspicuous place.

— from *The Chronicle-Herald*,
December 5.

Toys: Choose them wisely

(Cont'd. from p. 1)

that eliminate boredom. There is a need to keep the brain busy working, even when other basic needs, like hunger, are satisfied.

"In the language of science, sensory or perceptual deprivation leads to boredom, because the child has an ever-present need to process input from the environment.

"This need for input cannot be satisfied by just any stimulus. The input must contain some novel, complex or unexpected elements for the receiver to avoid boredom. The brain seems to have mechanisms that select appropriate stimuli so that, as its owner becomes more experienced, it selects more complex elements to attend to. Thus the ever-present need to avoid boredom pushes the kid or animal into the ever-increasingly complex activities necessary to create the required stimuli. This process ensures that the young animal constantly investigates, explores and manipulates those parts of the environment that are changing or can be changed. This propensity to play was selected for during the aeons of our evolution, because the by-products of play, improved information about the changing elements in the environment, conveyed an advantage in the struggle for survival.

"Thus play is demanded by the nature of the organism, and leads, as a by-product, to improved capacity to deal with change. In fact change is required. Playthings are all the things in the environment that are used during play.

"For playthings to be effective in preventing boredom and producing the side-effects of an increased capacity to deal with change, they must produce the kinds of novel, complex or unexpected input the child is driven to seek. One class of playthings are toys or things specially made for play. Here are some questions that should be asked about a toy when a purchase is being considered. They should be asked relative to the particular child. Thus to answer them the purchaser must know the recipient and the plaything.

1. Will the toy, in whole or part, be unfamiliar to the child?
2. Will the effects the toy produces prove novel to the child?
3. Is the toy complex enough as it stands?
4. Can it be made more complex during play?
5. For younger children; is the shape texture and color complex enough to be interesting?
6. Can the toy generate a variety of effects?
7. Does the toy present some problems for the child to solve? It should.
8. Does it generate surprising effects that will require an ongoing exploration to explain?

These questions are all general and only deal with the toy's capacity to sustain a kid's engagement with it.

You should ask yourself other questions concerning safety and whether the toy produces socially desirable effects on the child. However that is another story.

"Hopefully, these questions and the concepts of what play is all about will make Christmas shopping more interesting for you, and the weeks after Christmas more interesting for the children."

(Dr. Ellis will discuss "Using Toys Wisely" in the next issue of University News, Jan. 10)

Biology under pressure

(Cont'd. from p. 1)

time to be spent by students in the study centre has been cut to about four. The centre hours have been extended to run from 8:30 am to 10:30 pm four nights a week in addition to some Saturday morning sessions. This means shift work for staff and has done little to alleviate the situation. There is only one scientifically trained technician in the entire department and since the building was opened in 1971, no staff increase has been made in either photography or carpentry.

Dr. Chapman can appreciate the anxiety and occasional bitterness on the part of students. He is sympathetic, and even though their tests indicate they are being well trained, the overall pressures result in a high price to pay for a good education.

Dr. L. E. Haley, instructor of a 2030 class in genetics, says that there is generally more interest in all biological sciences everywhere. "This is beginning to tax all our classes."

The enrolment "bulge" has moved on to the 3000 and 4000 level classes, which have experienced a 51 and 57 per cent increase respectively this year. Some of the courses have been closed which means that while students have been accommodated, they may not have been able to get the class they wanted or needed for their program.

Total enrolments for the past three years are as follows: 1972/73 - 1819; 1973/74 - 2150; 1974/75 - 2580.5 (corrected for half classes).

Manpower posters in the employment opportunities bulletin board in the Student Union Building last month advertised Amoco Canada's interest in fourth-year geology students at Dalhousie, and announced that representatives of the oil company would be on campus to interview interested students.

Later, two Amoco geologist-recruiters — Dalhousie graduates Bob Creed ('68) and Bill May ('73) — spoke to the Dawson Geology Club on "The role of the modern geologist with Amoco", showed color slides of western "wildcat" exploration. Then four cases of Maritime beer (at Amoco's expense) rounded off the evening.

The following two days, Bob Creed and Bill May interviewed 31 geology students (28 male, 3 female) — all potential employees.

How oil company recruiters recruit

During their visit to Dalhousie, the Amoco interviewers were themselves interviewed — by University News. They talked about their recruiting and their work with the oil company.

Following is a lightly edited version of the interview.

Q: Are you interested only in honours geology students?

May: We will interview anybody who is interested in seeing us. We are interested in seeing the students — seeing what they are like. We want to get a feeling of what the student is like personally; also, how he develops academically. We can get an idea of what various concepts in geology he has, and see how these will develop through time. So, we're interested in seeing any student who is interested in seeing us. We've interviewed two first-year students."

Q: Would they be coming to see what qualifications you are interested in, or to try to get summer employment?

May: One of them came hoping for summer employment, but I think they came to sound us out, and we're happy about that. I didn't have that much geological experience when I was hired; one of the main reasons that I was hired was that I had come out consistently over a long period of time, and they got to know me rather well. Amoco would much rather hire somebody they were familiar with, who might not be as good as someone they interviewed just once. They had a much better idea of what type of person I am, and how I'd react in specific situations.

Q: What sort of academic background are you looking for?

May: We're looking for someone who is diversified, and has a good base in all the geologies and all the other basic related sciences. We don't want him to be specialized too much in something, or be too opinionated. We want a good basic geological understanding, and we'll take him and train him for what we want. Petroleum geology is a constantly changing profession, and you've got to handle a number of diverse situations. It's a very dynamic type of job. We don't want people who want to just go in there and be very academic, or be specific, and restrict themselves to one type of rock.

Q: What questions do you ask to determine if a person would make a good employee?

May: We start off asking them about their honours thesis because we feel that we want them to talk. We start with their honours thesis, because we know they know a lot about it, and are quite willing to talk about it. We'll let them continue until they start hesitating, then we bring in something else. We ask them specifically what geology courses they've taken. We're very interested in their background of the basic sciences. We ask them every time about the number of courses they have taken beyond the introductory level.

Q: Do you ask for grades or recommendations?

May: It depends. If a person looks overloaded with courses in a certain area, we ask him how he thinks he is going to do. We also ask them if they've worked — first of all, experience with other companies — or, if they have worked within the department. And we are interested in how much they have contributed to the Dawson Club. We're interested in people who are diversified in their interests.

By Anne Keenan

Q: Did you have summer experience with Amoco before you were hired permanently?

May: No. I had never been employed by them, but I had been interviewed by them for four years. It's very important for students to come out and do this, because they have to sell themselves to us, the interviewers. I remember my first year. I'd sit down in the chair just outside the interview door, and I'd break into a cold sweat, with butterflies in my stomach. I'd walk in and the first two sentences probably couldn't be understood because I was stuttering so much. It's good for you to go in there and practise. You can see how they react to certain things you say. It's developing finesse, and how best to sell yourself.

Q: Why are there two interviewers?

May: Our whole format is designed to make the person feel at ease. I'm really not the principal interviewer, Bob is — he's the more senior man. They try to pick a junior guy who has just graduated, who is very familiar with most of the people who will be interviewed. I usually come out before the interview and talk to the person, get him relaxed, so that he'll be quite normal. Bob takes over most of the interview from there. If the guy is fumbling and a little too nervous, I'll break in and make him at ease, or try to stimulate his conversation. I'll ask him a question about something he knows and get him going on that. I'm familiar with the courses here, and so, if they are working on an honours or master's theses, I can ask them questions about that.

Creed: We only recruit as a team at seven major universities in Canada, of which Dalhousie is one. The reason we do it, particularly in eastern Canada, is that most of the student's don't really know what to expect when they come out to Calgary. They want to know what they're getting into, and, by bringing a recent graduate, the graduate can give them a little talk like Bill did. He can show a few slides of what the environment is like — what the work assignments are like. He can tell a bit about it. If we can have a bit of a 'beer and bull' session — a social hour afterwards — the students are going to ask questions there that they wouldn't ask in an

Amoco Canada Petroleum Co. Ltd. is a wholly owned subsidiary of the "parent", multinational firm, Standard Oil of Indiana. Standard Oil of Indiana is itself an offspring of the original Standard Oil Co. The original Standard Oil was first inhibited in its growth by "trust-busting" Teddy Roosevelt in 1902, and later broken up by Franklin Roosevelt in the Depression 30s. The effect of the "anti-trust" legislation was the creation of four new Standard Oils — Standard Oil of New Jersey, Standard Oil of California, Standard Oil of New Mexico, and Standard Oil of Indiana.

interview. Let's face it — students are trying to make a good impression in an interview — I did when I was an undergraduate. They don't want to ask you something that they think might embarrass you . . . a personal question. But they can do that at the 'beer and bull' session. They can ask me, who has been away from university for six years now, or, they can ask Bill who has just been out of university for about a year and a half. He has probably got a lot closer contact with the students, and that's why we bring somebody like Bill along to the seven universities.

May: It's much more credible. Especially for oil companies. They have a very bad name down east, as I'm sure you know. And, they'll just say that someone like Bob — who they don't really know — is just feeding them a line. But, with me — they know when to believe me, and if they think I'm not telling the truth, they'll shoot me down.

Creed: I don't think our image is so bad in Eastern Canada. I think a lot of students worry that Western Canada is so far away, and the oil industry so remote, that they don't have a chance of getting a job with an oil company. I don't know what the number is like with the other oil companies, but in our company, Dalhousie is fifth. The first one on our list is McMaster — the next three are the western universities — Alberta, Saskatchewan, and Calgary. In terms of the number of graduates, Dalhousie is fifth as far as our staff is concerned. We've just had real good luck interviewing people at Dalhousie and that's why we make an extra effort in bringing someone like Bill. We try to make our recruiting personnel available to the geology club in any university we go to.

In the current fiscal year, Amoco Canada will hire 10 recently graduated geologists for permanent employment, and will provide summer work for eight students.

By next July, the company will have canvassed between 800 and 900 schools in Canada and Britain to find their new employees.

Bill May, a native Montrealer, developed an interest in geology through the influence of his grandfather, a mining engineer. "He used to go out walking with me, and pick up a little piece of rock and show it to me and sort of give a little explanation . . ."

Bill entered Dalhousie in September, 1969, and his interest was furthered by Dr. Basil Cooke's Introductory Geology (101). Of choosing an honours thesis, Bill quotes Dr. Gerald Milligan: "If you are given two square miles to look at, and if after walking over it, you could not come up with 40 thesis topics, you couldn't really call yourself a geologist."

Bill's thesis involved a six-square mile area in the Annapolis Valley south-east of Kentville. He and a few other students attempted to piece together a geological history of the area. There had only been a page and a half in geological literature regarding this particular "rock-unit", and little was known about the environment at the time of deposition of sediment.

"I wanted to go in there and try to solve those problems, and to try and relate the information to the other surrounding rock-units, to get a feeling of how Nova Scotia evolved through time."

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TEACHING

European universities, 1975-85

Lord Boyle on new directions

"The new directions in teaching which have become apparent lack cohesion unless they are set against the broad background in which the universities are operating today; and, although my views are derived mainly from what is happening in the United Kingdom, there will be echoes in the European universities as well as across the Atlantic.

"During the 1960s the universities came under intensive scrutiny, precipitated by the demand for places and the consequential rise in entry standards. There has probably been more self-examination within the universities in the past 10 years than at any other time in their history. There were more opportunities because of the foundation of new universities, and the increased interest among academics in their own institutions; also, because the technology to handle large-scale and complex inquiries on computers had been developed, these inquiries could be considerably more extensive.

"The steep rise in the proportion of the education budget devoted to universities came increasingly under government scrutiny and, with the large capital investment in the universities as well as the proportion of total recurrent income which comes from government sources also rising, the universities were becoming much more vulnerable to the secondary effects of national and international economic crises. Self-examination, however, is not always pleasant, especially after the novelty has worn off and the problems still remain, with the mass media poised to give not only a running commentary on difficulties but also to collect and disseminate instant reactions.

Sharing and helping

The rapid growth within Britain of interest in the training of university teachers began more or less tentatively in individual universities, and the provision had tended to focus on new recruits to the profession, though on occasions inter-university courses have also been mounted for particular disciplines. Gradually, long-standing members of staff are being drawn into these activities, sometimes because they themselves can share their experience by acting as group leaders in discussions, or by their readiness to caricature methods of teaching in order to help those starting their careers to avoid elementary faults in the presentation of their material.

"Developments are not uniform throughout Britain, but there is some support at the national level where the University Grants Committee is funding inter-university research projects, and the Committee of Vice-Chancellors and Principals has recently appointed a coordinator of activities in this field who organized this summer the first national conference of staff engaged in training activities within their own universities.

Teachers must control aids

"Much of the effort in the earlier stages centred on audio-visual techniques, particularly the use of television and other learning tools. It may well have been the most convenient way to open up the question of whether any training was indeed necessary, and to get it accepted alongside undergraduate education and postgraduate work of a scholarly nature as a normal part of the preparation for a career as an academic. Guidance in the use of television and other audio-visual aids in university education has put emphasis on the fact that such aids must remain under the control of the member of teaching staff concerned; and the approach — as with language laboratories, teaching machines, libraries and computers — has been designed to encourage the development of independent learning techniques that need to be mastered by students.

"On the other hand it is fair to comment that there has been a time-lag between the introduction of these new tools and their effective use in a teaching situation, since this cannot be achieved without considerable thought and planning. It is likely to be some time before innovation in this area can be said to have been fully explored. More recent developments in the training of university teachers have tended to concentrate on a different area, namely that of the techniques of "small group teaching" and the type of experience this offers to both staff and students.

No place for amateurs

"Side by side with the spread of training for university teachers, there have also been increased opportunities of training for administrative staff. This has been coordinated and developed in part by a sub-committee of the vice-chancellors' committee which has recognized that there is no longer a place for the amateur in the day-to-day management of so complex and costly an institution as the present-day university. But, of course, all major decisions involving academic priorities need to flow from the academic themselves, and it is important that university administrators should continue to see themselves (if we may adapt a well-known saying of Pope Innocent III) as "servants of the servants of knowledge".

From an address delivered to the Standing Conference of Rectors and Vice-Chancellors of European universities, by LORD BOYLE of HANDSWORTH, Vice-Chancellor of Leeds University.

"As universities grow in size and in complexity, not only in the range of subjects studied but also in the extent of technological expertise required (whether this be advanced electronic equipment to be maintained and serviced for medicine or science, or computing facilities for the operation of the libraries), there is a corresponding need for well-qualified technical staff to keep the laboratories running, and to provide services for the increasing numbers of undergraduates who now make use of sophisticated equipment at an early stage in their course. The growth of unionization and collective bargaining is gradually fragmenting the work traditionally performed by the non-academic staff so that different roles and demarcation lines are being drawn. Unionization has also affected the academic staff and new relations with the university as employer have been worked out. Further changes are likely when moves such as those which have already brought greater participation in university affairs to non-professorial staff and students, extend to the technical and clerical staff.

New role for counsellors

"The second main heading under which I would group new directions in university teaching concerns the growth in the advisory and supportive services for students. The three main developments in the student advisory and support area which directly impinge on teaching, centre on counselling in the widest sense — they embrace vocational, educational and personal aspects. First, there has been the development of counselling and the new role of counsellor within education, one which is quite distinct from that of teacher; secondly, there has been an increasing concern with the transition between the upper secondary school and first year undergraduate studies, which is itself partly a result of the wider aims of the pupils in the upper forms in secondary schools; and thirdly, there is the increasing emphasis on developing a person to his or her full potential and the consequential effort directed towards help in achieving independence in methods of learning.

"The background for the new developments in university courses and methods can be summed up briefly from what has been happening in the advisory and support services for staff and students. The staff are attempting to gear themselves to meet the teaching needs of the students in a more professional manner, and at the same time to develop skills which will enable them to function more effectively in personal relationships. The students, on the other hand, have almost certainly shifted their values, so that they are now more concerned with self-knowledge than previous generations, and with the roles that highly-skilled disciplines, in which they have been trained, actually play in our contemporary society.

Two sets of issues

"A great deal of innovation in undergraduate teaching is going on in British universities today. For detailed knowledge about this we are indebted to the Nuffield Foundation; since 1972 its Group on Innovation and Research in Higher Education has been assembling and making widely available to interested university teachers information about the ways problems of undergraduate teaching are being perceived and tackled in a variety of institutions, and it has analysed in greater detail certain themes which were constantly recurring. The group is now starting to study two main sets of issues; the first is changes in curricular patterns, including interdisciplinary, broader education, and unit and modular courses; the second concerns the structural and administrative arrangements which may be needed to support innovation in undergraduate teaching.

"The best known development in university teaching in recent years has been the creation of the Open University, with its integrated multi-media approach to teaching and learning. It is rather outside the mainstream of university teaching, but I have the impression that it is arousing increasing interest both at home and (even more) overseas. Demand for places is particularly buoyant; the vast majority of the students are mature and study while carrying on with their normal employment. As one of the new directions in university teaching, we might note in passing the implications of this type of provision for recurrent education, and the special contribution that the Open University is at present making for minority groups within the university system — particularly women and the disabled — though one cannot feel happy that these groups should be so underrepresented in the conventional universities, and various pressures in Britain today are in the direction of increasing their opportunities.

Flexibility introduced

"Within the conventional universities the movements have been towards greater flexibility, both in content and structure of undergraduate degree courses and of post-graduate studies, and towards a greater involvement in professional training which has itself been subject to considerable revision. Flexibility has been introduced into undergraduate courses in a variety of ways. There has been some shift from honours courses in single subjects, traditionally taken by the majority of students in England and Wales, towards those in which more than one subject has been studied; and there is a growing movement towards unit or modular courses, especially in science, which introduce a greater element of choice. However, the single subject honours course still has its strong defenders.

"The introduction of the Bachelor of Education degree in a variety of forms has meant that teaching for university degrees is being carried out in non-university institutions. This is developing further as colleges of education seek to extend their responsibilities beyond teacher training into the liberal arts area, and universities are being asked to validate degree courses not linked to qualified teacher status. (My own university, Leeds, has accepted this challenge).

"Another innovation is the government decision to introduce a two-year qualification, the Diploma of Higher Education which it was hoped would be taught throughout higher education. So far, its reception in the universities has been decidedly lukewarm and it is very doubtful whether more than a very few universities will actually teach for this qualification, and also whether they will be prepared to give credit for more than one year's study towards a first degree.

Beginning to adapt

"The actual content of courses has been altering, sometimes in response to changes internal to the discipline, as when barriers between subjects break down; sometimes as new disciplines spring up through technological development, like computer science; sometimes in response to outside stimulus, for example courses in environmental studies and pollution. For a number of reasons the very strong link between the school leaving examinations and university entry is beginning to weaken. There are signs that university teaching is beginning to adapt to an intake which can no longer be assumed to have received the traditional preparation for entry, and there is an increasing interest not only in first year studies and the transition to university but also in what is actually being taught in the schools, and how.

At the postgraduate level there has been much diversification from the traditional research for a doctorate. Many PhD students are now being required to follow courses of advanced study as part of their research training. Mastership courses have proliferated, and can be divided into those which include a research thesis, generally lasting for two years, and those which are almost entirely taught courses normally of one year's duration.

"The growth in the numbers and proportion of post-graduate students who are taking taught masterships has been one of the most striking new developments in studies at this level in Britain. Some are "topping up" on specialized topics which had had to be left out of the undergraduate courses; others are gaining sufficient knowledge of other disciplines to work in new or emerging fields; and others, again, are attending post-experience courses, either to catch up on developments in their own subjects or to study a subject like management which will allow them to switch their occupation within industry or commerce.

Relevance in professions

"There are also courses which provide the means whereby experienced people are retrained or fitted for a new role in society. Examples which spring readily to mind are those on counselling and applied social studies.

"The final group of changes in university teaching relate to the professional training which is given in the universities, in medicine, in engineering, or in law. It is in this area, particularly, that the fashionable plea for "relevance" has been most evident in the course changes. The new-style medical curricula have given much thought to the sequence in which subjects are taught and how they are inter-related. Students are now being brought into contact with patients at a much earlier stage in their course, and courses dealing with society and the wider social aspects of medicine have been introduced.

"Likewise, the creation of the Council of Engineering Institutions, and the requirements of that body for the attainment of professional status as a chartered engineer, have sparked off a deeper study of the engineer in society. There is evidence, too, that certain undergraduate laboratory courses are breaking away from the traditional framework to introduce simulated real-life situations both into the work to be carried out and into its assessment. One result is that it is much easier to demonstrate the integration of theory and practice, so that the graduates (it is hoped) will enter professional life equipped to make an effective contribution at an earlier stage of their career."

Dr. James D. McLean

Dr. McLean was born in Regina, Sask., and educated at Regina College, the University of Toronto, from which he was graduated with his DDS degree, and the University of Minnesota, where he did post-graduate work.

During the Second World War, from 1942 to 1946, he served with the Royal Canadian Dental Corps in England and Northwest Europe, retiring with the rank of captain.

From 1947 to 1953 he was in private practice, part-time, in Edmonton, Alta., and was also first lecturer and later associate professor on a part-time basis with the University of Alberta.

Dr. McLean joined Dalhousie as professor of dentistry in 1953, and the following year was appointed Dean of the Faculty of Dentistry.

Throughout his career, he has been active in professional and community organizations. A Fellow of the American and the International Colleges of Dentistry, Dr. McLean is also a member of the Halifax County Dental Society, the Nova Scotia Dental Association, and the Canadian Dental Association. From 1949 to 1958 he was chairman of the committee on ethics of the CDA, was chairman of the council on dental education of the CDA from 1958 to 1962, is once again a

member of the council on education, and this year was appointed chairman of the survey policy (accreditation) committee. In addition, he was vice-president of the Association of Canadian Faculties of Dentistry in 1969-70, was a member of the Nova Scotia Council of Health task force on dental care two years ago, and from 1962 to 1970 was the first chairman of the board of trustees of the Canadian Fund for Dental Education.

Dr. McLean's interests outside the profession are also varied. For the past nine years he has been active in the Red Cross. From 1965 to 1968 he was president of the Halifax branch of the society, and from 1971 to 1973, president of the Nova Scotia division. He has been a member of the central council of the national society since 1971, and last year was its honorary secretary and this year is assistant honorary controller.

He was president of the Neptune Theatre Foundation from 1970 to 1972, is clerk of the session, Fort Massey United Church, Halifax, and is the 1974 president of the Nova Scotia district of the Canadian Bible Society.

Dr. McLean is married and has two sons and two daughters.

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early 1950s, he knew something of the nature of the dental school's problems.

The physical plant was totally inadequate even for the class of 12 students the school accepted each year; there was only one full-time teacher, and that was the then Dean, Dr. J. S. Bagnall; the rest of the staff were exceedingly dedicated local practitioners who did what they could on a very limited part-time basis; and there were almost no specialists in the area at that time.

So it was a formidable challenge that Dr. McLean faced when he joined the dental school in 1953 and when he became Dean the following year. But he set about the task — at 34 the youngest Dean of Dentistry Canada has had — and did what had to be done.

He built well. Today the dental school has 32 full-time teachers, many of them specialists, plus about the same number of part-time teachers. The entering class numbers 24 or 25 each year, and the School of Dental Hygiene, which opened in 1961, takes 20 students each year.

Last week, Dr. McLean talked about his two decades in the Dean's chair. He mixed his reminiscences with some forthright views on the present status and the future of dentistry and, in particular, the Dalhousie dental school.

Following is an edited version of the interview Dr. McLean gave University News:

Q: What was the status of dentistry in Canada and here when you became Dean 20 years ago?

A: In the immediate post-war period the Canadian Dental Association had begun, through its Council of Education, to review the programs in all the dental schools in the country. The council found significant differences between the schools. Not many of them had had much impetus since the Depression. However, the council worked with the schools and programs began to improve markedly. At that time, of course, there was a shortage of dentists throughout the country, as there is now . . .

Q: The shortage wasn't just because of the Depression or the Second World War?

A: It was because no new schools had been established since 1920 or 1922, and in the immediate post-war period, perhaps only one or two of the schools had expanded, but not very much. As a result of the activities of the Dental Association, the schools were upgraded, and then there came an arrangement with the American Dental Association that there would be reciprocal recognition of the graduates of approved schools in each other's country. The reciprocity agreement still obtains today. The upgrading and the reciprocity were measures to assure the licensing boards across the country that there was some kind of minimum level of competence of the graduates of the schools and that the graduates of Canadian schools would have access to graduate and specialty training programs in the United States, there being virtually none of these available in Canada. That, briefly, is the situation we had in the late forties and early fifties. I was approached by the university in 1952. Dr. Bagnall was then the Dean and due for retirement; he had been on the staff since the early 1920s on a full-time basis and had been Dean for a short time. He was also the only full-time member of the academic staff. The physical plant was totally inadequate for what we were trying to do with a class of 12, and the staffing arrangements were quite unsatisfactory. The teaching staff was really Dr. Bagnall and a number of practitioners from the area, not more than two of whom were specialists. It was a very part-time operation. At about that time the Canadian Dental Association did a survey of the situation here, and those who did it were, very charitable, but made

university officials privately aware of the real situation. I believe that led the university to decide that something drastic had to be done. The association tried to be helpful, and I was invited to come and see the school and to consider coming here. It was a private school then and the operating funds were less than a twentieth of what they are now.

It seemed to me at that time that the only way significant improvements could be made without money being poured down the drain was to have a new facility, but that this was unrealistic for a class of 12. Since the actual cost of operating a school for a class of 25 would not be significantly greater than for a class of 12, the proposal was put to the university that it build a facility that would take 25 in dentistry and a dozen or so students in dental hygiene. While this latter was to be a new program here, the only hygienists in the area were employed by the governments of the three Maritime provinces, and they had to be trained in the United States because Canada did not have any dental hygiene courses. The establishment of a dental hygiene program seemed to be a wise move, and while the profession locally had made no move to initiate it they did not object.

The president of the university went to the provincial and federal governments, and the latter gave an assurance of a reasonable degree of capital support, and it was agreed that we would get a new dental school. As things turned out, federal support was far short of what reasonably had been expected, and I think we received just over \$50,000 from Ottawa for a project costing over a million dollars. We did get \$150,000 from the government of Nova Scotia, that having been raised from an original offer of \$100,000, and a \$31,000 equipment grant from the Newfoundland government. In addition the W. K. Kellogg Foundation provided a \$200,000 grant for the new programs in dentistry and dental hygiene. At the same time the university embarked on a fund-raising campaign in central Canada largely, and I think without that and the Kellogg money, there would have been no hope of getting a new facility.

At that time the provincial governments in the Atlantic region began to take more interest, and generally speaking increased their support for the annual operating cost of the Faculty. Eventually we got the new building and moved into it in 1958 and at the same time began to increase the staff, supported in part by the Kellogg grant. Today we have 32 full-time staff as opposed to one when I came. In the early stages Dr. Bagnall stayed on for a while and was of great assistance to me. The university had to embark on the very difficult task of recruiting full-time, well-trained staff from a non-existent pool, and therefore had to make provision for advanced education and training for a substantial proportion of its new teachers.

That provided a stimulus for specialists to locate in the area and from about 1960 on, the various disciplines in dentistry began to be represented in the Atlantic provinces, although even now, most of the specialists are here in Halifax and about 50 per cent of them are on the staff.

Q: Do you have all the staff you need?

A: In one sense, we're close to that position, for the current student body. On the other hand this is to ignore — and I don't know how much longer it can be ignored — the need for research activities. Being a small and private school when I came, put heavy constraints on the potential for development. We made virtually no provision for research activity. I knew that the staff we would get would have little time for research, important though it is. And we didn't look to doing graduate work or specialty training in the earlier period. Now we have to begin to add re-

search personnel, particularly because there is a local need for specialty training to serve both practice and teaching needs.

If it isn't provided here, then the Atlantic provinces won't have it, nor will they have the specialists who are needed. Such programs elsewhere in Canada are small and it is hard for students to get into them. If, for example, students go to British Columbia for specialty training, the chances of their returning here are very much diminished. So I think there is a real need to develop research activity in the faculty to support graduate education, to attract staff, and otherwise to meet local needs.

Q: Have other dental schools in Canada gone ahead?

A: In specialty programs, yes. I think we probably have done the least in Canada in this area. The reason for this is, going back to the beginning, that we had to cut our cloth to fit the small, private school situation. That no longer obtains. We're in trouble over a physical plant, which is too small, for one thing. As you know, in addition to this main building, we're in two houses across the (Robie) street, we're back in the old Forrest Building, and we have now added an annex at the back. Secondly, we're too small. Because of the small classes, I would suspect that our operating cost per student is now about the highest in Canada.

Q: How well served, dentally, are the people in the Atlantic provinces?

A: There is a difference between the four provinces, but in the population-per-dentist ratio table, all four Atlantic provinces are below the national average.

Q: Two years ago, you expressed concern at the number of qualified applicants who were being turned away from the dental school. Are still as many students applying for places?

A: Yes. It's interesting that when we planned the expansion of the school back in the early fifties, there were not enough applicants then from the Atlantic provinces to fill the 24 or 25 places we projected. There were enough including these from other provinces and from the United States, but not from the Atlantic provinces. When we got into the new building in the late fifties, as in other parts of Canada, there was a general drop in the number of applicants to medical and dental schools. This concerned me for a while, because instead of almost filling the school with students from the Atlantic provinces, we had a high proportion of students from other places. By the mid-sixties, however, the picture had changed. Now we are getting about 125 "qualified applicants" from the Atlantic provinces each year for the 25 places available, and when I say "qualified" I mean those with an acceptable record, 80 of whom have a sufficiently high standing to have gained admission even five or six years ago. So in the last 10 years, the number of applicants from the Atlantic provinces has jumped from about 15 to 125.

Q: Does the same situation obtain across the country?

A: I think so. I don't know the comparative statistics, but certainly the pattern is the same, and this notwithstanding the fact that 20 years ago there were only five dental schools in Canada and now there are 10. I would estimate that the number of available places has nearly trebled, be-

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DENTISTRY

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cause all five original schools have expanded, and there are five new schools, so there's been a dramatic change in the facilities available. Yet the number of applicants is still far above the number that can be accommodated.

Q: Tell me something about the clinic in the Dental School.

A: One of the problems I faced when I came here was a feeling on the part of some of the dentists practising in the community, and in other segments of the community generally, that this was a service clinic, designed to provide treatment for low-income people and particularly for children in orphanages and so forth. I had to break this feeling down, because it was adversely affecting the experience the students were getting. Primarily the clinic is set up to provide teaching experience for the students, and we have to be very selective about the kind of cases we accept. We cannot take everyone who comes to us in need of treatment, nor can we accept everyone for total service. Because it is a teaching clinic, the patients are selected in relation to the instructional needs of the students. But this is not to say that the service we give to patients is not excellent. It is, and at a token cost which barely covers the cost of materials. It is the variety of cases we need that necessitates the limitation. If we operated as hospitals do and accepted everyone who had need of the services we would have to add a couple of years to the degree program so that students could be assured of the wider variety of cases we now get by being selective. The clinic does fill an important role in the community in terms of providing dental care for some of the low-income people, but this is sounding in which the city and the province may have to be involved to a greater degree.

Q: Well then, should there be the equivalent of medicare in dentistry?

A: I don't think it's practical at the moment, although I think the government has begun to move in that direction. We are so short of personnel that there is no way we could provide the service. What I was suggesting was that the City of Halifax has always employed dentists to look after some of the problems particularly those relating to children, and while I have no complaint about the quality of the work being done, it has been a pretty token effort in relation to the needs of the low-income people for dental services. Now, we relieve some of the pressure here, but if we were doing so, the city would have had to expand its operations. So it has been to the city's benefit to have the dental school and its clinic here.



The Maritime Dental College was founded in 1908 and quartered in rooms provided by Dalhousie University in the Forrest Building. In 1912 an arrangement was made by which the Maritime Dental College became the Faculty of Dentistry of Dalhousie University. In the main, medical science classes of the Dentistry Course are offered by Departments of the Medical Faculty located in the Sir Charles Tupper Medical Building and the Pathology Institute of Nova Scotia. The other subjects in the curriculum are taught in the Dentistry Building (pictured above).

These classes are supplemented by clinics and demonstrations in the Victoria General Hospital, the Izaak Walton Killam Hospital for Children, the Canadian Forces Hospital and the Department of Veterans Affairs Hospital (Camp Hill). The buildings are all close by and form part of a compact group of hospitals and teaching centres. Additional experience is gained in the mobile clinic of the Faculty of Dentistry which is located from time to time in smaller communities not readily serviced by practising dentists. This arrangement enables students to obtain extensive and varied clinical instruction and experience.

Q: Will the day come when Canada will have free or almost free dental care?

A: I don't think there's the faintest possibility in the immediate future of having a total dental care program in Canada even with a significant lowering of the quality of the service that is provided now. There are just not the personnel, and there won't be within the next 20 years.

Q: So the alternative . . . ?

A: The alternative is to start to emphasize a preventive program and begin with children, and then do what you can for the remainder of the population.

Q: The dental hygienists seem to be geared more to prevention than dentists. Is this true?

A: Of course, this is their traditional role. And now there is strong pressure from governments and others to make greater use of hygienists and other qualified auxiliaries. I am in favour of this. I think it is necessary. In the past we moved rather slowly. The hygienist is a well-trained individual and the foundation she now has will permit her, with a little extra training, to do a lot more, and I think there should be a strong move in that direction. There is no doubt that the hygienist, with major orientation toward prevention, is a key person. Alternatively, one can fall back on lesser qualified people, but that would reduce the quality of service. I think the political move to make provision for unqualified people to practise a phase of dentistry — the denturists — was not in the best interests of the public, and I think it had an unsettling effect on the profession. But of even greater concern is the pressure to establish other auxiliaries on a weak foundation of training rather than increasing the number of dentists and dental hygienists. I'm concerned about it, because the public will suffer.

Q: What progress has there been with continuing education for dentists?

A: In the last three years the response for the practising profession to the continuing education programs we have organized, has been quite remarkable. For example, the guest clinicians (from Winnipeg, Montreal and Boston) we had at the endodontics course in mid-November were unanimously enthusiastic about the number who attended in proportion to the total dental population. We had about 80 at the course, and they represent about 20 per cent of the dentists in the atlantic region. It is very encouraging.

Q: What lies ahead for the dental school?

A: Our program are as good as any in the country. We're doing some innovative things, we have a good quality of student, and we have a good staff. But what direction we go in depends on government decisions. As far as the need for new facilities is concerned, something has to be done soon about the uncertainty. For example, we sat for five years doing nothing about any updating of our present facilities, updating that needed to be done, because we felt it was inappropriate to make capital expenditures when something else might happen later, but we have had to make some moves in the last year and a half. Even if we got a decision from government or governments to say they were not going to do anything about additional facilities, at least we would know and the uncertainty would be ended. Somehow the message has to get through that this indecision is adversely affecting the dental school.

Q: What are you going to do when you step down as Dean next summer?

A: I'll be taking a sabbatical, but other than that I have not made any plans yet.

One dentist for every 3,500 people in N.S.

There is only one dentist for every 3,500 people in Nova Scotia, and only three other provinces — New Brunswick, Saskatchewan and Newfoundland — are worse off.

The following table shows by province the population served by each dentist in the country. The table covers the year 1938, and then the years from 1943 to 1974 inclusive. Figures for Newfoundland were not available until 1950.

Province											Year	Canada
NFLD	PEI	NS	NB	QUE	ONT	MAN	SASK	ALTA	BC			
NA	3100	3248	3973	3594	1882	2849	4390	3288	2097	1938	2,646	
NA	3214	3377	4936	3553	2004	2828	3926	2885	2390	1943	2,714	
NA	3956	3311	4724	3608	1932	2869	4029	2784	2400	1944	2,678	
NA	3250	3199	4044	3539	1922	2908	4078	2667	2408	1945	2,638	
NA	3286	3292	4448	3511	1898	3107	4361	2786	2326	1946	2,644	
NA	3357	3378	4193	3486	1967	2979	4272	3042	2204	1947	2,671	
NA	3357	3203	4518	3503	2055	2944	4287	3033	2250	1948	2,728	
NA	3207	3511	4446	3563	2155	3045	4297	3175	2283	1949	2,819	
18158	3241	3678	4838	3561	2194	3154	3981	3127	2290	1950	2,906	
16714	3200	3323	4830	3460	2126	2965	3839	2844	2203	1951	2,791	
17210	3394	3278	4688	3357	2134	2975	3815	2864	2134	1952	2,763	
15583	3030	3315	4655	3361	2159	3093	3780	2764	2171	1953	2,772	
11969	2970	3348	4595	3353	2226	3088	4005	2728	2163	1954	2,802	
11970	2886	3399	4538	3423	2293	3106	3897	2804	2195	1955	2,855	
11600	3030	3449	4484	3491	2320	3290	4046	2848	2204	1956	2,898	
10643	2920	3599	4437	3522	2353	3232	4234	2836	2285	1957	2,934	
10341	2912	3670	4496	3652	2378	3504	4211	2825	2352	1958	2,985	
9391	3030	3731	4605	3627	2351	3159	4243	2892	2449	1959	2,969	
10256	2886	3725	5105	3630	2410	3217	4724	3029	2400	1960	3,025	
10667	3322	3709	4908	3705	2432	3168	4668	2995	2420	1961	3,047	
10651	3621	3879	4823	3711	2473	3258	4793	3069	2428	1962	3,088	
10636	3452	4032	4919	3745	2489	3331	4769	3002	2378	1963	3,098	
10128	3375	3974	5033	3790	2494	3284	4989	3004	2340	1964	3,102	
11233	3516	3283	5092	3801	2528	3341	4831	2952	2371	1965	3,102	
11349	3516	3287	4624	3750	2526	3351	4589	2894	2364	1966	3,071	
9667	3633	3203	4710	3732	2548	3264	4341	2909	2387	1967	3,064	
9784	3633	3128	4593	3707	2536	3287	4197	2785	2413	1968	3,036	
9370	3793	3209	4496	3652	2479	3314	4211	2817	2337	1969	2,986	
8712	4111	3176	4831	3565	2451	3210	4277	2730	2279	1970	2,935	
8339	3793	3385	5016	3518	2373	3212	4164	2764	2203	1971	2,873	
8557	3613	3315	4635	3437	2377	3136	4079	2643	2093	1972	2,814	
8312	3229	3267	4367	3375	2316	2979	3770	2562	2048	1973	2,735	
7729	3026	3500	4318	3259	2260	2851	3706	2422	1984	1974	2,654	

Silly Sandwiches, Molar Munch, and lots of fun — and education — at the . . .

Terence Bay School Dental Health Fair

They had Silly Sandwiches. (Example: Tuna and mashed peanuts).

They had Molar Munch (Hot dogs with cheese).

They had Carrot Disc Sandwiches (with peanut butter filling).

And they had a variety of raw vegetables and special diet dips.

All of which may turn your stomach but will save your teeth.

And saving your teeth was what it was all about.

It was the first ever Dental Health Fair, organized not by the Faculty of Dentistry, nor the dental students nor the dental hygienists, but by the children of Grades 5 and 6 at Terence Bay School.

True, they had the advice, encouragement and assistance of dental students and Dental Hygienist Susan Corkum and Dr. P. M. Pronych of the Department of Pediatric and Community Dentistry at Dalhousie.

They were also helped by the Grade 5 teacher, Mrs. Martha Norris, and had the blessing of the school principal, Sister Olivia d'Entremont.

But the children themselves did the work in organizing and setting up the fair, which was held to mark the end of the latest visit by the Faculty of Dentistry's mobile clinic. The clinic has been at Terence Bay for the last three years, on each occasion staying for several weeks, examining and treating different age groups among the children there. The clinic has just returned after an 11-week stay this year.

The event was really a combination of education, review and fun. The education, says Mrs. Corkum (who was a Public Health hygienist before she joined Dal-



Sister Olivia d'Entremont (standing, left), principal of Terence Bay School, and Hygienist Suzanne Corkum look over the Brushing Booth at the school fair. Manning

the stall were students Lisa Hartlen (left), Herbie Painting and Debbie Morash.

housie's Community Dentistry department last summer), was aimed at the rest of the school and the parents who turned up, and four of the 13 booths set up were geared to dental health information.

The review part was in helping the fifth and sixth graders to remember what they had learned about preventive measures in good teeth-keeping, and the fun came in games booths. There was bingo, for example, but with a dental motif. There was a fish pond, where prizes hooked were anything good for dental health. And then there were the food booths, with those un-

likely mixtures of tuna and mashed peanuts, and carrots and peanut butter.

The response to the fair, says Mrs. Corkum, was excellent. "Most positive, because the whole community, which knows the mobile clinic and the people in it so well now, is very dentally conscious."

Later last week, the community showed its gratitude to the dental school's efforts to take dentistry to the people who are not readily served by dentists. The ladies of Terence Bay entertained the dental students and the clinic staff at a farewell dinner.

HOW OIL COMPANY RECRUITERS RECRUIT

(Cont'd. from p.5)

The data on the area lead Bill to conclude that the rock unit he studied is 320 million years old, and, that the area was originally under water. Volcanoes were prevalent, and would erupt "intermittently" — hurling out volcanic "bombs" and clouds of sediments which would settle on the bottom of the ocean and be affected by currents. "What I could see was, that as these volcanoes built up, they divided this main basin, or sea, into a restricted sea, very close to land." In time, the basin became more shallow through the deposition of volcanic sediments, and filled in to become the area we see today.

Q: Had you ever worked for an oil company before?

May: Most of the companies say that they like you to have geology experience before they hire you, so it's sort of a vicious circle. They don't hire you because you don't have experience. That was the case with me. I had very little geological experience when I was hired. I think the main reason I was hired — possibly over people who were a lot smarter than I was — was that I had come out consistently, the interviewer had had a good chance to evaluate me — to know what kind of a person I was, and how good my basic geological understanding was, and how I'd matured through the years.

Q: Are there many female geologists working for Amoco?

Creed: We have only one permanent female geologist

out of a staff of 91. I don't think it's any prejudice — I think it's a matter . . . I don't know how to say this so as not to offend anybody, but we always hire the best qualified person for the job. This is not saying the women are not well qualified, but of the women we've interviewed, they probably haven't been as well suited for the job as some of the male applicants. It's a matter of the best qualified applicant.

Bill May had never been west of Manitoba until the day his plane landed at Calgary, and he was met by the head of the exploration department at Amoco. After some socializing, Bill was introduced to his "group boss" — the district geologist, and the geologist with whom he would be working.

"And then they just gave me a list of reading I should do, and put me in an office with a whole bunch of reports, and away I went for about a week — reading. But I'm a unique case, because I came from down east, and didn't know anything about the geology there. What they try to do is to get you to work as a team — you're put in an office with an experienced man who acts as your buddy. He is working on a play or 'prospect' — he's looking for oil, and you help him. You're doing exactly the same things he is — you get to see the various criteria he uses in developing a 'play'. You see him preparing a 'play'; you listen to him present it, and sell it to management. You stay with him for about one or two months, and then you are given your own office.

Q: Do you feel that you can maintain your personal integrity as a scientist, working with an oil company?

May: I feel it's really up to you as a person. You are given a lot of liberties to develop your own 'plays' — they don't want to restrict you too much, because you'll develop the best 'prospects' when left on your own. They give you a lot of leeway to do whatever you want. You can do as much or as little geology as you want, as long as you can sell it . . . I personally like a fair amount of the theoretical, university-type stuff, which is very easily incorporated. When recommending your 'play' to management, you can just use slightly different reasons. You may emphasize certain aspects; as long as you can sell it; as long as you're good.

Q: So you feel that you can become as involved with the theoretical aspects of it as you wish?

May: Yes, as much as you wish, to a certain point.

Q: Within the scope of the problem?

May: . . . And certain obligations. You've got to do certain things. Bob, why don't you answer that?

Creed: I think you did quite well. I think that as soon as you start to lose your personal integrity in your job, then you'll be discovered by your colleagues, and by your superiors, and you'll find the bottom slipping from under you.

ATHLETICS

An outstanding season so far

By Joel Fournier

In a Varsity athletic program as diversified as that at Dalhousie, there are bound to be many notable achievements as well as some major disappointments. The fall season was no exception as both men's and women's varsity teams represented the university in a way that can only be described as outstanding.

The ladies once again showed the way as the Nancy Buzzell-coached field hockey team posted a perfect record in winning all their league games and then went on to triumph in the AUSA championships held in Fredericton by defeating UPEI and St. FX. The lone goals scored in both games were by Charlotte Allan. Helen Castonguay and Joan Selig took first and second place respectively in league scoring, and goalie Katie Didkowski led the conference with a .64 goals against average.

In tennis, the Dal girls acquitted themselves very well, finishing a strong second in this year's AUSA tourney held in Moncton. The net-set, led by provincial-great Jane Gardiner, aim to bring the championship to Dalhousie next year and if they continue to improve, there's little doubt they will achieve their goal.

To date, field hockey and tennis have been the only women's events to have been decided in the AUSA but there is every indication that the remainder of the teams will fare equally well.

Lorne Sawula's volleyball squad is off to a great start, winning everything in sight. The girls' latest triumph was in the Acadia-Dalhousie invitational tournament held at Acadia, in which they outclassed all other competitors with the exception of the Winter Games team who hard right down to the wire. Led by captain Cindy Rice, the girls display tremendously disciplined style and nothing should stop them from winning the title.

In swimming, notwithstanding the fact that Dal is still without a pool of its own, the girls are expected to have their best year. Sparked by the fine talents of AUSA bronze medallist Gail McFall, the ladies will be out to show the conference they can win it all. With last year's CIAU Coach of the Year, Nigel Kemp, calling the shots, who would bet against them!

It's a little early yet for some of the other teams to be heard from, but in exhibition play the Dal basketball squad is looking good and all our usually reliable sources pick them as the girls' team to beat for the AUSA crown. It's no secret that Coach Nancy Buzzell would love to follow her field hockey success with a matching performance in basketball. If anyone can do it, it has to be this irrepressible bundle of optimism and energy.

Women's gymnastics will take on a new look under freshman coach June Thayer. Very little has been seen of these pleasant-to-the-eye young athletes, probably because of their 6 am practice time. For these girls, the planned physical education and sports centre can't come fast enough, not only so they can get gym practice time at a reasonable hour, but also because of the cramped quarters they have to work out in now. The team's aim this year is to be thoroughly competitive and to build a nucleus around which future championship teams can be developed.

There are no reports in yet from curling and badminton, but as both teams won AUSA championships last year, it is reasonable to expect that they'll be up front again this year.

The men haven't really done all that badly either. The soccer Tigers, coached by the ever-optimistic Tony Richards won the AUSA title in great style and travelled to Montreal for the CIAU finals. As it turned out, the talented squad ended up being the consolation winners, but they were only a hairsbreadth from being Canadian college champions. Next year, Tony promises his team will be even better, quite a prediction considering the skill that these boys possess.

Coach Keith Wilkinson led his men's tennis team to another AUSA crown, making it two in a row for the talent-laden group. John Primrose, always a great competitor, was once again in fine form, as he won matches in singles and doubles to set the pace for the team. The Dal team is recognized as a powerhouse in tennis and it's easy to see why.

In a meet held at Point Pleasant Park, the cross-country team continued its championship form, rallying

to beat a determined UNB contingent for the AUSA laurels. For coach Al Yarr, his runners marked their third consecutive conference title. This year's team was led by freshman Pat Theriault with Bill Long and Paul Theriault adding strong support.

Cathy Campbell, a former sprint star, has taken over the reins of track and field and has coached the team to its sixth straight AUSA championship. The team, formerly coached by Al Yarr, has to be one of the best success stories for Dalhousie. This year's finals were highlighted by the high-jumping feats of Clark Godwin, a first-year man from Bermuda, who set a conference record with a tremendous jump of 6-feet-six. With freshmen like Clark and Melvin Chisholm, who won the sprint double (100 and 200 metres), the Dalhousie dynasty should endure.

The golf team, under the guiding hand of Pierre Page, managed to finish in the runner-up spot, although their ranks were sorely depleted by graduation. Next year, Pierre — the Arnold Palmer of the School of Physical Education — expects the team to be back in what he regards as their rightful place — at the top.

Football had to be a big disappointment for all concerned, as the team went winless in league competition. Initial optimism ran high as the Tigers enjoyed their best pre-season camp in several years and the early enthusiasm was reinforced when the club travelled to RMC and won its exhibition game in fine style. However, things got progressively worse as it became apparent that even though the Tigers had improved considerably, so had their rivals. But all was not dismal on the grid iron front, as proved by rookie sensation Jeff Neal, who

brought the crowd to their feet on many occasions with his electrifying runs and pass receiving. Jeff was unanimously elected to the AUSA all-star team by the coaches in the league and, having seen him play, that was no surprise.

This season also saw Doug Hargreaves step down as head coach. Doug left the team, with regret, to concentrate on his increasingly demanding duties as athletics director. It goes without saying that Doug will be sorely missed by the players and the rest of the coaching staff. New head coach Larry Haylor, a former coach and playing star at the University of Saskatchewan, has taken on the formidable task of putting together next year's squad.

Al Yarr's basketball boys are in the early stages of what can be called a challenging schedule. The team has been bolstered by some exciting new talent and are expected to provide some high calibre — ball for their faithful fans. Their latest effort was a close loss to the SMU Huskies, a well-played game that could have gone either way. The team's goal is a playoff berth in the N.S. Section of the AUSA and even though it will be difficult to attain, the team is determined to do it.

Versatile Pierre Page has his Tiger hockey charges playing with confidence and finesse as they have got off to their best start in several years. The highlight of the young season was a convincing win over the Swiss national team in exhibition play in Newfoundland. Now sporting a 3-1 league record, the Tigers will be going into post-Christmas play determined to win it all. There should be some exciting hockey in the Rink next year, especially on Jan. 10, when the Tigers host the Huskies to face-off the New Year.

The men's swimming team, against under Nigel Kemp, have suffered greatly with the departure of Peter Guilford and John March, last season's outstanding swimmers. However, coach Kemp, long known for his ability to develop new athletes quickly, expects his club to be at or near the top when the season ends in April. The team's job would be facilitated greatly if they had a pool.

Men's volleyball, as usual, is at the top of the league. Jan Prsala, one of the most knowledgeable and respected coaches at Dalhousie, always has his players tuned to a fine pitch. Last year they won the AUSA championship and this season they should repeat the performance and go on to have a good shot at the CIAU crown.

Men's wrestling is in a state of revival these days as new coach Bob Thayer whips his boys into fighting shape in the less than edifying confines of the lower gym. Bob, a national wrestling champion, a few short years ago, personifies the determination and dedication it takes to become a winner. In upcoming meets in preparation of the eeeeeee for the selection of the Winter Games team, Bob will have his charges in the best condition of their young lives and there's no doubt that all their hard work will pay off. We'll be looking forward to big results from the mat men.

Bill Honeywell, a third-year law student, has gained the reputation of being one of the finest Alpine ski coaches in eastern Canada. He has led the Dal downhillers to win after win in both intercollegiate and national competition. This year will be no exception as the team prepares for its greatest challenge yet, the Pontiac Cup races at Mount Ste. Anne in early January. In addition to praying for snow, the ski team members spend most of their time in dry-land training under the stern eye of their trainer, Wally Fry, who is quickly gaining the reputation of a latter-day Napoleon due to his unrelenting work demands. But the team should cheer up — the white stuff can't be too far away and Wally will soon be a poignant memory.

No reports yet from Jim Hoyle's gymnasts, who last year won the AUSA title, nor from the varsity badminton team which was also top. Both groups are planning to repeat their efforts and bring additional honors to Dal.

The list of achievements is long, the bright spots many, and the frustrations surprisingly few, and this can only mean that the coaches and athletes at Dalhousie are the finest to be found anywhere. It has been a great fall season for varsity athletics, and the winter-spring activities promise even more illustrious accomplishments.

Swimmers rewriting records

With just three AUSA dual meets behind them, Dalhousie's swimmers have once again set about rewriting their team records.

This season, with victories over Mount Allison and Memorial universities, and one defeat at the hands of Acadia Axettes, the Dalhousie women's squad lead their male counterparts in records set and dual meet standing.

Gail McFall, three times Dal's most valuable woman swimmer of the year and already owner of both breast standards, has added the 200 butterfly mark and the 200 individual medley event to her collection of Dalhousie records. Gail pruned over six seconds off the old butterfly mark and nine-tenths of a second of the ind.-med. previous best of 2:30.65.

Jean Mason, a first-year Physical Education student, established a new Dalhousie record in her first outing in Dal's colors, with a 27.5 clocking for the 50-yard free-style. She tightened her hold on the record by shaving another tenth of a second of the distance in action against Acadia.

John March, All-Canadian Collegiate team member for the past two years, swam the 100-yard backstroke leg of the medley relay half a second inside his own record of 57.4 (set in 1971), to demonstrate his continued prowess in his fifth year of collegiate swimming.

Dalhousie next meets UNB and Memorial in January.

and

ENTERTAINMENT

Geotechnical award for Dr. Meyerhof

Dr. G. G. Meyerhof, head of the department of civil engineering at the Nova Scotia Technical College is the recipient of the R. F. Legget Award, which is the highest honor of the Canadian Geotechnical Society.

Dr. Meyerhof received the award at the annual Canadian Geotechnical Conference held in Edmonton. The award was presented to him for "outstanding contributions to the field of geotechnical engineering in Canada comprising professional practice, education, research and participation in technical societies."

The Canadian Geotechnical Society prize for the best paper published in the society's journal during 1973 was given to Dr. Meyerhof and shared with Dr. J. C. Clark of Calgary.

A graduate of the University of London, Dr. Meyerhof worked with the British Government Building Research Station before coming to Canada in 1953. He was supervising engineer in the Montreal office of the Foundation of Canada Engineering Corporation before coming to the Nova Scotia Technical College, and is a former Dean of Engineering of Tech. He is a fellow of many scientific and engineering societies in Canada and abroad, a prolific author on structural and soil mechanics subjects, a recipient of the Centennial Medal of Canada, the first president of the newly established Canadian Geotechnical Society, and a recipient of an honorary degree of Doctor of Engineering from the Technical University of Aachen in West Germany.

African Studies

His Excellency Frederick Rutakyamirwa, Tanzanian High Commissioner to Canada, will be a guest of the African Studies Committee at Dalhousie next week. He will be speaking on "Ujamaa and African development" at 8 pm on Wednesday, Dec. 18, at 1411 Seymour Street.

Revolving Audience



Round and round and round she goes and where she stops, Lionel Lawrence knows. Here's another first from the dazzling duo that brought you the Svoboda exhibition. You've heard of revolving stages. Well, Dalhousie Theatre Department's production of the Capek brother's *Insect Comedy* featured a revolving audience.

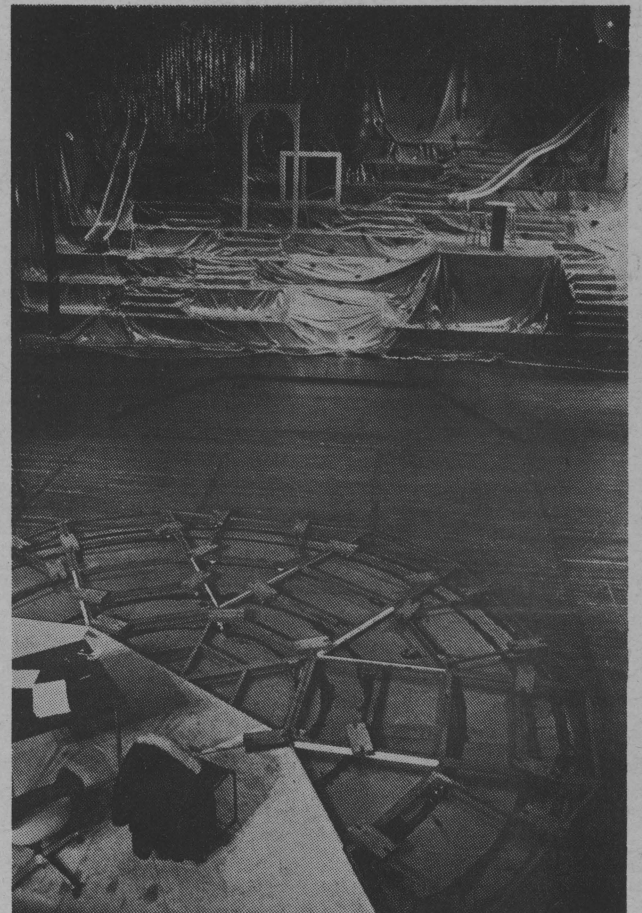
This unique (it's the first indoor revolving audience theatre anywhere, as far as we know) and innovative concept is the brain child of Lionel Lawrence, chairman of the department and Peter Perina, scenographer.

Professor Lawrence "loves using architecture" and having the audience revolve allows total use and in fact changes the concept of space in theatre. The set for *Insect Comedy* encompassed all the space in the Sir James Dunn Theatre, of the Arts Centre, including the ceiling area. All kinds of theatre gadgetry was put to use from aluminum cherry picker ladders to moog synthesizers and a hundred yards of silk for costume material.

Back to the revolving audience. The facility was constructed, under the supervision of engineer Charles Roberts, by the Physical Plant Department and involves an electric motor powering a gear mechanism to allow the movement of a platform holding 80 people. Regrettably, the weight distribution factor does mean only 80 people can be seated per performance. And the number of performances, of course, is restricted because of the money factor.

Professor Lawrence says: "If grant giving agencies were more into research in the performing arts, we could try more things with it"

The revolving audience mechanism is to be a permanent feature of the Dunn Theatre.



JUDY: Gods of the firmament ... it's Pinocchio.

PUNCH: Our brother Pinocchio...

A scene from Neptune Theatre's *Pinocchio*, playing for the next two weeks at Dalhousie Arts Centre. Above: Paul Davis as Punch, Muggsy Sweeny as Judy, Michael Burgess as Pinocchio, and David Renton as Fire-Eater. (Arthur McKay Photo)

ENTERTAINMENT



Theatre graduate wins \$1,000; top Stratford apprentice

The theatre department at Dalhousie is delighted that **Wanda Graham**, (above) a recent theatre department graduate, has been awarded the \$1,000 Jean A. Chalmers Award presented annually to the most promising theatre apprentice at the Stratford Festival.

Upon graduation from the theatre department, Ms. Graham was the only woman from across Canada to be offered an apprenticeship at Stratford. Now completing her first season at Stratford, Ms. Graham appeared in *Pericles* and *King John*, as well as participating in advanced classes in fencing, voice and historical dances.

Prior to her Stratford engagement, Ms. Graham had been seen on the Neptune stage in the 1971 production of *A Midsummer Night's Dream*. She has also acted widely in university theatre, her work in *Anastasis* in 1970 won her a best performance award. The 21-year-old actress has also worked with an educational theatre group in Halifax called "Three Women".

Film Institute catalogues

The Canadian Film Institute in Ottawa has a wide variety of film catalogues available.

Catalogues can be obtained from the institute at 1762 Carling, Ottawa, Ont., K2A 2H7. Following is a list of the currently available catalogues.

National Science Film Library:

Anthropology and Ethnology (140 films), 1974, \$.50; Behavioural Sciences (550 films), 1974, \$1.00; Biological Sciences (600 films), 1973, \$1.00; Earth Sciences (550 films), 1971, \$1.00; Engineering & Technology (560 films), 1971, \$1.00; Films on Space (200 films), 1970, supplements 1, 2, 1972, \$1.00; History of Science & Scientific Research (80 films), bilingual, 1972, \$.50; Medical Sciences (680 films), bilingual, 1972, \$1.00.

Film Study Collection Catalogue:

Approximately 550 feature films and shorts of major artistic and historic importance, from the birth of the motion picture industry to the present day. 1973, \$1.50.

Armdale Chorus to sing on Sunday

Dalhousie Cultural Activities presents the Armdale Chorus singing a selection of Christmas music in a free concert on Sunday, Dec. 15, at 8:30 p.m. in the Sculpture Court in the Dalhousie Arts Centre.

Featured guest artists will be Donna Dodge, soprano, and Phyllis Ensher, harpist. Donna Dodge is a former member of the Armdale Chorus and will be remembered for her work on CBC Radio and Television. She is active in the musical training of church groups. Phyllis Ensher is a member of the Atlantic Symphony Orchestra and has appeared as a soloist on frequent occasions on CBC Television.

The Armdale Chorus is composed of young professional women, university and high school students and housewives. The chorus has performed for many years on CBC Radio and Television network as well as on the CTV Network under the direction of Mary Dee Girroir. The extensive repertoire of the chorus includes songs in many languages and many styles; classical, concert, folk, show tunes as well as pop music. They are recording artists under the London label.

In Sunday's concert they will perform a program including Benjamin Britten's *Ceremony of Carols* as well as many familiar traditional Christmas songs.



Neptune's Pinocchio opens in the Cohn on Monday, 16th

Pinocchio is on his way to the Dalhousie Arts Centre. Neptune Theatre's Christmas production, presented in co-operation by Dalhousie Cultural Activities, will run from Dec. 16 to 31 at the Rebecca Cohn Auditorium.

The Adventures of Pinocchio, a story aimed at both adults and children, has been previously directed by Neptune's artistic director John Wood who also adapted the story.

The author of Pinocchio, Carlo Collodi, was an obscure Italian pamphleteer who turned to writing a children's serial in 1881 to make ends meet.

Of all the fantasy characters in literature it is a toss up of who is more popular, Pinocchio or Peter Pan. Both their stories have been translated into every language; both have been filmed and dramatized.

John Wood's adaptation of the old morality tale bears no relation to the Walt Disney version. Rather it is a collage of theatrical images to carry the plot forward. The production was originally seen at Stratford's Third Stage in 1972.

There will be original music composed by Alan

Laing, design by John Ferguson and lighting by Robert C. Reinholdt.

Michael Burgess will play the title role as he did at Stratford. He has appeared at the Charlottetown Festival in *Jane Eyre* and *Mary Queen of Scots*; as Don Carlo in *Carmen* in Saint John recently and in plays ranging from *Hamlet* to *Butterflies are Free*.

Jack Medley returns to Halifax and to Neptune after several seasons away. He has been recently seen in *Adam's Fall* at Festival Lennoxville and *What the Butler Saw* in Hamilton.

Four members of the Godspell troupe will join the cast — Jonathan Welsh, Iris Lyn Angus of Amherst; Muggsy Sweeney, Digby; and Paul Davis, Halifax.

David Renton, one of the Neptune's founding members and an associate director who has been with the theatre since it opened in 1963, will play fire-eater, the Showman.

Brian McKay last seen in Halifax in *The Matchmaker* has been on tour recently with *Feux Follets*, and he appeared with Richard Chamberlain in *Richard II* at Seattle Playhouse. He will play Gepetto the old craftsman who carved the puppet. Later in the season he will play Laertes in *Hamlet*.

Joel Sapp, current artistic director of Pier One Theatre, was last seen at Neptune in *Twelfth Night* and in episodes of CBC TV serial *The House of Pride*.

Gordon Clapp, a native of New England, has toured schools for the past three years with the Youtheatre of Bennington, Vermont. He has two New York City credits with the La Mama Experimental Theatre Club in *Early Morning* and *End Game*.

Rehearsals are underway for *Pinocchio* at the premises once occupied by the old Keith Brewery.

Japanese TV crew at Killam hospital

The Izaak Walton Killam Hospital for Children will be featured on Japanese television early in the new year!

On Nov. 21, a film crew from the Hokkaido Broadcasting Company in Sapporo, Japan, visited the hospital and interviewed several patients. The crew has been visiting several cities across Canada for a program on the Canadian way of life.

They heard about the hospital in Tokyo and decided they would like to talk to some Canadian children in this setting.