

# university news



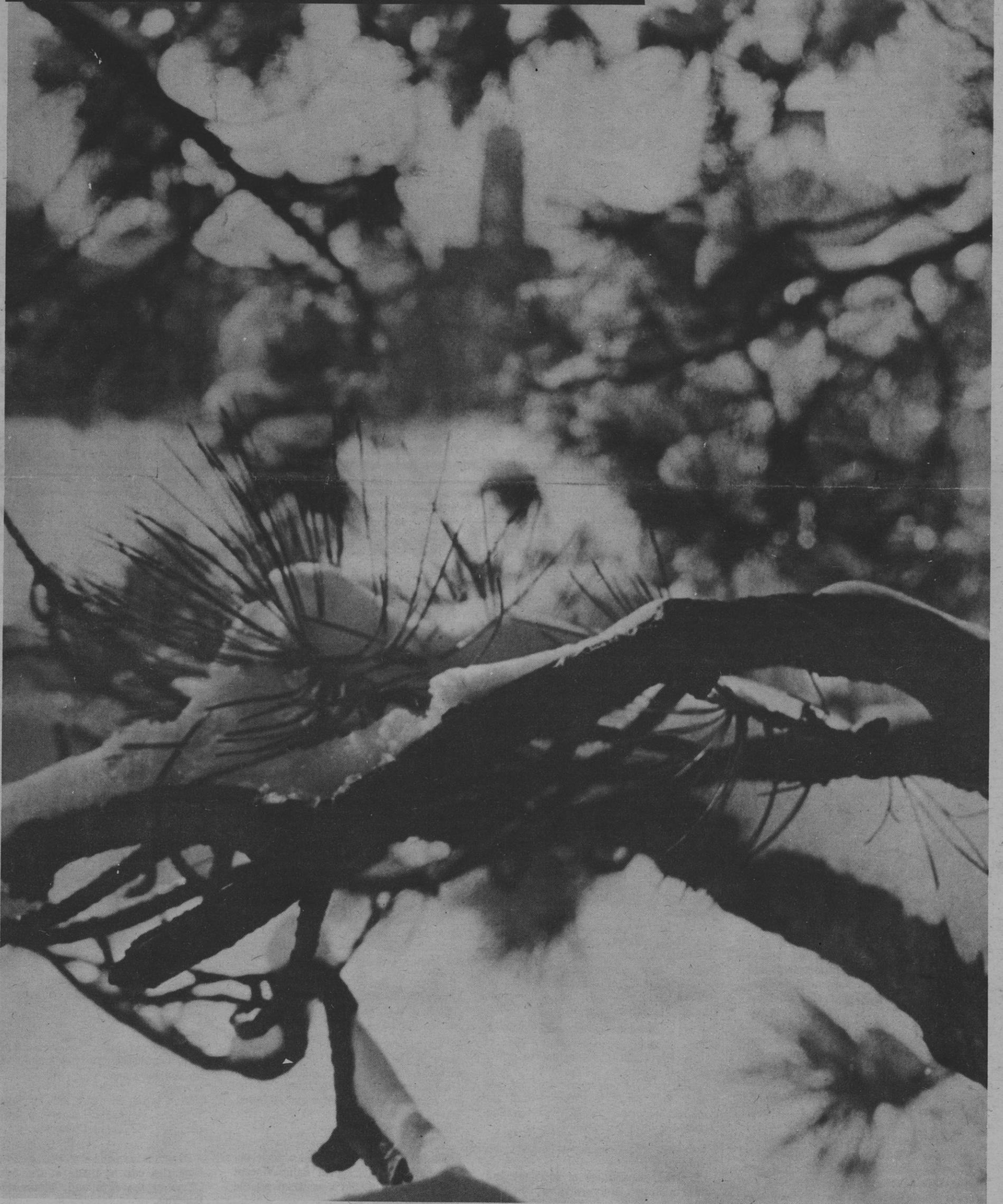
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## Apology

UNIVERSITY NEWS apologizes to its readers and contributors for its delay in publication.

Technical and production problems, of an unforeseen and unfortunate nature, have necessitated major changes in the publication of the newspaper.

The most dramatic change is the change in printers. Inabilities encountered by our previous printer to meet publication dates has brought about a shift to the facilities of the Truro Daily News.

A number of subsequent delays were incurred by this transfer.

However, we now feel that the situation has been rectified and UNIVERSITY NEWS is now back on a regular fort-nightly production schedule.

## Leading writers to attend

Leading African writers, Bernard B. Dadie and Woli Soyinka will take part in the four-day conference.

Bernard B. Dadie is a well known West African poet and novelist who writes in French. Born in 1916 near Abidjan, Ivory Coast, he was educated in Dakar, Senegal, and worked there for some years with the Institute Francais d'Afrique Noire. He now works with the Department of Education in the cultural affairs division of the Ivory Coast in Abidjan. He has published several prose works and volumes of poems.

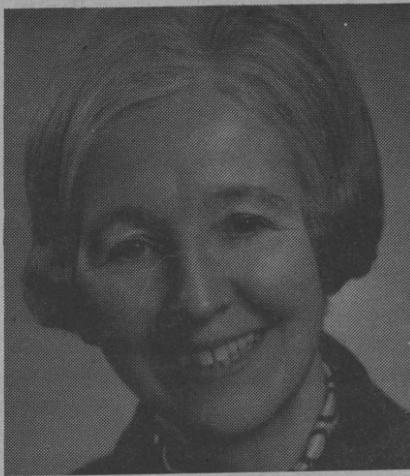
Wolfe Soyinka is one of the leading African writers in the world today. He is a playwright, poet and novelist who has won acclaim for his work in all three of these forms. Born in Nigeria in 1935, he studied at University College, Ibadan and the University of Leeds. He was an outspoken critic of the war against breakaway Biafra and was imprisoned by the Federal Nigerian authorities. He is attached as research professor to the University of Ife and is spending the current year at Churchill College, Cambridge.

## New procedure for phone charges

All requests for changes of any type in the telephone systems of departments and offices in the university must be forwarded to the Department of Physical Plant.

The procedure is part of an agreement between the university and Maritime Tel and Tel which is designed to save time and money, and improve telephone service, according to Physical Plant Director A. F. Chisholm.

While most requests for changes in telephones had been made through his office, said Prof. Chisholm, there had been occasions when a department or office got a touch directly with the servicing sections of Maritime Tel and Tel.



Sister Catherine Wallace

## Sister Catherine to head commission

Sister Catherine Wallace, president of Mount Saint Vincent University, has been named chairman of the Maritime Provinces Higher Education Commission.

Sister Catherine will take over the post April 1, at which time Sister Mary Albertus will become president of Mount Saint Vincent.

The commission, which will replace the university grants committees, or their equivalent in the three Maritime Provinces, has terms of reference giving it the authority to make recommendations on anything it thinks is of concern to the higher education program in the Maritime region.

The commission will make recommendations to the Council of Maritime Premiers which has the power to implement or reject any proposal.

The commission will also prepare suggested schedules of contributions by each province and proposed allocation of funds to each.

The 15 board members of the

## Time-budget data examined

Authoritative researchers from the United States, United Kingdom, Norway, Belgium and Canada met at Tatamagouche for a conference on Time-Budget Research in the Canadian Setting.

The workshop was sponsored by the Department of the Secretary of State, the Ministry of State for Urban Affairs, the Department of Indian and Northern Affairs and Statistics Canada, and was designed to examine the usefulness of existing time-budget data in anticipation of a national time-budget research undertaking by the federal government.

A time-budget study is a diary of what people do during a specified time period. It indicates what activities people engage in—work, travel, socializing, and how long they devote to each. Such studies have been conducted in 12 different countries and three coincident studies have recently been conducted in Vancouver, Toronto and Halifax.

Data from such studies have been used for the rationalization of economic planning, for the study of the problems arising from commuting between work and residence, for the investigation of leisure time use and the delivery of medical services.

The conference registrants looked at four subject areas—the policy uses of time-budget data, the extent to which existing data can be used to provide information for policy, the kinds of new data that would be needed and the methodology for gathering data for time-budget studies.

Among those who attended the conference were:

S. Gray, department of sociology and anthropology, University of British Columbia who is presently involved in a

## University's role in community under study

Dalhousie University wants to know what the community at large thinks about the university's role in meeting community needs.

To help it to achieve its objective, the university committee on part-time study and extension, established a year ago, by the president, has organized a two-part project.

During the past five weeks, representatives of groups and organizations in the community invited to meet the committee and let it be known

what they think of the university's role.

In addition, a senior class in Commerce undertook for the committee a market research project in the form of a survey to find out what the community thinks of part-time study and extension.

The committee, under the chairmanship of Dr. A. J. Tingley, Registrar of Dalhousie, were scheduled five evening sessions.

Representatives of different organizations had the chance at those sessions to put forward their views about part-time study and continuing education.

"Such views will be of great assistance to the committee when it prepares its final report," said Dr. Tingley.

In a progress report on the committee's work, published recently, it was stated that up to now Dalhousie had not had an overall policy of full commitment to continuing education and part-time study programs. But despite the lack of a comprehensive approach, several segments of the university had been developing excellent programs of their own.

All of the sessions were open to representation from interested groups or organizations, providing advance notice was given to committee secretary, Dr. Tom Parker.

1. What are the educational needs and interests of the group or organization, and what are the personal needs and interests?

2. How can the university help a group or organization to meet these needs?

3. What suggestions can be made to improve the university's present program and what new features or courses can the university offer?

The first session, on Jan. 22, dealt with degree credit programs (undergraduate and graduate) for part-time students. On Jan. 29, non-credit certificate programs, commission selected from names submitted by the universities; five from among senior public officials and executive heads of non-academic institutions; and five from the public at large. Six board members will be from Nova Scotia, five from New Brunswick and four from Prince Edward Island.

Discussion at the five evening sessions concentrated on three main areas: special topics and areas for part-time students was on the agenda, and on Feb. 5, the session dealt with university assistance in maintaining professional competence was the role of the university in community development, and the final session dealt with the role of the university in the community's cultural life.

## Dennis awards competition open

Budding poets and essayists are invited to submit works in the annual competition for the Hon. W. H. Dennis Memorial Prizes.

The prizes given for literary composition in English are awarded in two categories:

The Joseph Howe poetry prizes valued at \$200 for first prize and \$100 for second prize; and the James DeMille essay prizes valued at \$150 for an essay and \$150 for a prose short story.

Candidates entering the competition must be registered undergraduate or graduate students at Dalhousie.

Deadline for entries is March 20, 1974. Enquiries can be made at the Awards Office in the Arts and Administration Building.

Commission selected from names submitted by the universities; five from among senior public officials and executive heads of non-academic institutions; and five from the public at large. Six board members will be from Nova Scotia, five from New Brunswick and four from Prince Edward Island.

Sister Catherine's position is full time, while the board members have only part time posts. The chairman's term is for five years.

The commission is to meet at least four times a year to formulate recommendations for the council of premiers. The commission's head office will be in Fredericton.

Dr. William Jenkins, former principal of the Nova Scotia Agricultural College, was the first chairman of the commission, but he resigned before the new body became completely functional.

time-budget study in Vancouver funded by CHMC;

J. P. Robinson Survey Research Centre, University of Michigan and co-director of the U.S.A. component of the Multi-national Time-Budget Project;

Philip Stone, Harvard University, who directed the joint processing of the data from the Multi-national Project;

K. E. Walker, New York State College of Human Ecology, department of consumer economics & public policy, Cornell University;

P. G. Hammer, Jr., Center for Urban and Regional Studies University of North Carolina;

Ian Cullen, Joint Unit for Planning Research, London, who has conducted time allocation research in England;

Dagfinn As, Norwegian Building Research Institute, who has been involved in the use of time-budget data for planning research;

Claude Javeau, Institut de Sociologie, Universite Libre de Bruxelles, a participant in the Belgian component of the Multi-national survey;

Andrew S. Harvey, Institute of Public Affairs, Dalhousie;

D. H. Elliott, department of sociology and anthropology, Dalhousie;

Dimitri Procos, School of Architecture, Nova Scotia Technical College; the last three were the principal researchers in the Halifax time-budget study funded by the Canadian Council on Urban and Regional Research and the Metropolitan Area Planning Committee); and

Susan M. Clark, department of sociology and anthropology, Mount Saint Vincent University, a research assistant on the Halifax project.



DR. HANS RUNTE, at the console, and French department members PROF. RAY GINSBERG, DR.

TOM CARTER, DR. JIM BROWN and DR. HARRY AIKENS.

## New French course diversified

Students with a basic knowledge of spoken and written French can now take a half class on French chansons, the art of the film, journalism, current events or simultaneous translation. The classes are offered by the French Department and given by professors specializing in Language-Lab oriented instruction.

The idea of these new classes (which carry the number 202B) arose out of the question: what is the next step once you have completed a basic course in oral and written French? Through the use of theory and practice in the classroom and Language Lab, students in French 102 and 202A can acquire a sound basic knowledge of the language. Ideally, this would be the best time for students to immerse themselves in a French-speaking milieu. In that way they would consolidate what

they had learned at the University and expand their vocabulary under the best possible conditions. But for most students, going to Quebec or France at that particular point is simply not feasible.

The solution? Create special classes centered on topics of particular interest to students, and give them entirely in French. The focus of the class is the subject matter rather than learning about the language.

The classes are specifically designed for students who have taken French 102 and 202A, but anyone with a sufficient grasp of basic spoken and written French may be accepted. Inquiries about admission, as well as class hours should be made at the Language Lab (Killam Library basement, Room B256, or phone Dr. Terry Gordon at 2543).

For its trial run, the subjects mentioned above were chosen as likely to appeal to both students and professors, but the instructional staff is interested in receiving ideas for future French 202B options.

About 100 students are presently enrolled in the course.

Instructors include Profs. Terry Gordon (co-ordinator of the program), Jim Brown, Tom Carter, Ed Gesner, Ray Ginsberg, Ed Messinger, Hans Runte and Roseann Runte. Prof. Harry Aikens, Director of the Language Lab, supervises Language Lab classes as a whole. The full facilities of the Language Lab will be thrown open to the program. Dr. Hans Runte's class, in simultaneous translation, will air a project on Dal Radio.

## Navigation of vertebrates series topic

Visiting speakers from Cornell, St. Andrew's, University of Maine, Stony Brook and Clemson will join with Dalhousie faculty in presenting a series of graduate seminars arranged by the Department of Psychology.

The series of 11 seminars deals with the psychology and physiology of navigation over long distances by vertebrates and are held each Monday at 4.30 p.m. in Room 5263 of the Life Sciences Centre. The series began Jan. 14.

Dr. Henry James, Dalhousie Killam Research Professor in Psychology, initiated the series with a talk entitled An Introduction to the Problems of Navigation In Animals.

Following is the speaker's roster for the seminars:

Jan. 21, Kraig Adler (Cornell), Extra-ocular aspects of orientation in amphibia;

Jan. 28, A. M. Sutterlin (St. Andrews), The chemical basis of homing in salmon;

Feb. 4, J. D. McCleave (University of Maine), Electronavigation by oceanic migratory fishes;

Feb. 11, W. T. Keeton (Cornell), The sun compass;

Feb. 18, Melvin Kreithen (Cornell), The perception of plane-polarized light by pigeons;

Feb. 25, Charles Walcott (Stony Brook), The effect of induced magnetic fields on homing in the pigeon;

March 4, S. T. (Cornell), Nocturnal migrants;

March 11 S. A. Gauthreaux (Clemson), The detection of wind direction by migratory birds;

March 18, H. James (Dalhousie), Migration and homing in mammals;

March 25, J. A. McNulty (Dalhousie), Underwater navigation in man.

## Series looks at law and the layman

The Dalhousie Faculty of Law through its Public Services Committee and the Nova Scotia Division of the Community Planning Association of Canada is sponsoring a series of eight Saturday lectures entitled Law for the Layman.

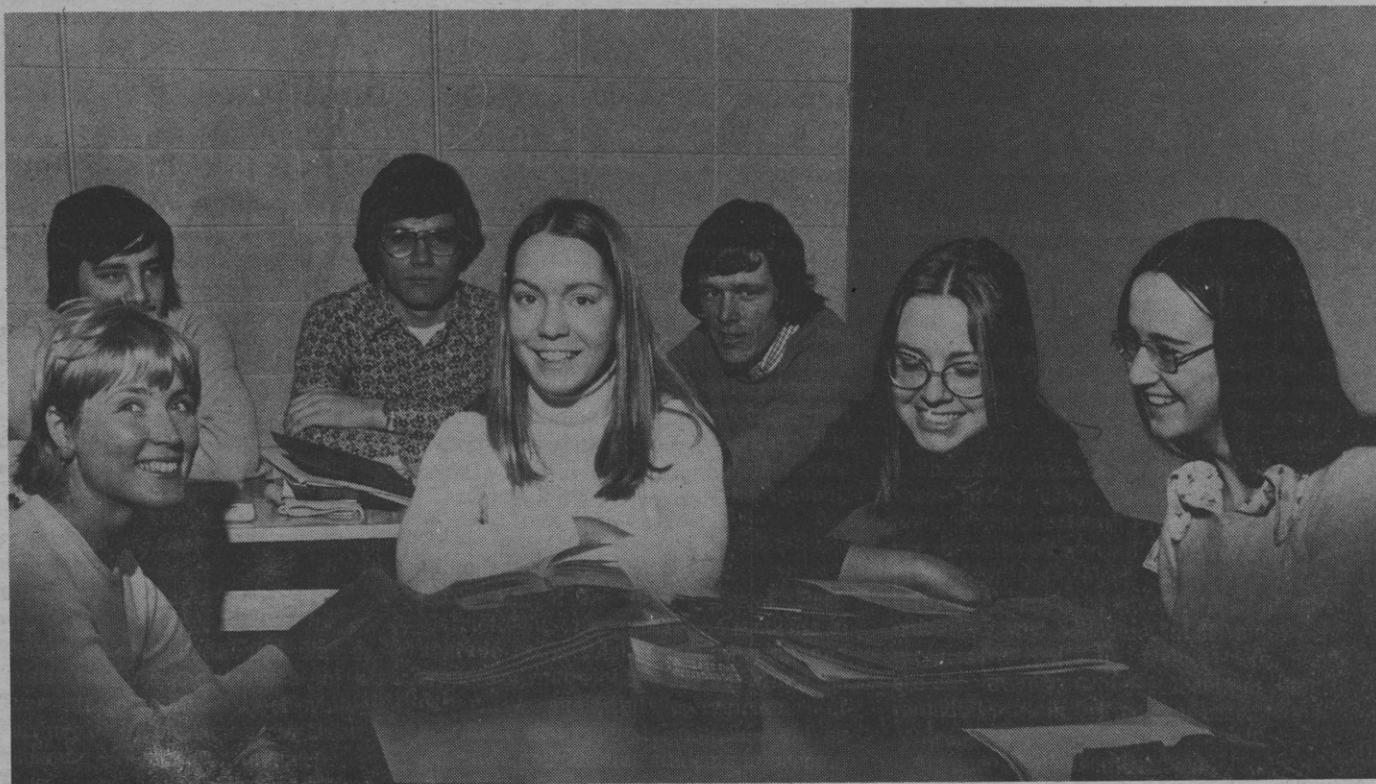
The series began Feb. 9 and concludes to March 30.

The series of lectures will look at the Planning Act and how it operates in Halifax-Dartmouth. It will also examine the rights and remedies of citizens and groups together with the legal difficulties and techniques in enforcing these rights and remedies.

Prof. S. M. Makuch, a member of the Public Services Committee said that the lecture series is being arranged because of citizen and group interest in planning in recent years. An interest, he said that may stem from a concern about the community in general or because of a desire to protect one's own house and property from planning decisions which may adversely affect them.

Discussion leaders for the course have been drawn from the private sector, provincial government, the law profession and the university community.

Some of the topics included in the program are: the regional development plan for Halifax-Dartmouth; the municipal development plan; zoning in respect to citizens and the law; the Planning Appeal Board and judicial review. The series will conclude on March 30 with a general overview.



PROF. ROSEANN RUNTE, left, and students from French 202B.

# Geologists will try to find what's beneath ocean floor

The Department of Geology at Dalhousie University has been awarded a \$235,000 grant by the National Research Council to assist in a massive research project next summer.

The project involves investigations of material which will be extracted from a deep hole to be drilled in the floor of the North Atlantic.

Officially called Leg 37 of the Deep Sea Drilling Project, the Dalhousie experiment will be the most extensive of its type ever carried out. Dr. Fabrizio Aumento, chairman of the Dalhousie Department of Geology and grant administrator, said that the purpose of the project is to find out what really lies beneath the ocean floor.

"We expect that our findings will lend evidence to theories that the ocean floor is spreading as well as adding to the growing realization that many mineral deposits actually originated on mid-oceanic ridges and that ore bodies now found on land are the result of their subsequent concentration later in the history of the oceanic crusts, possibly at the time of thrusting against continents," Dr. Aumento said.

The Dalhousie project will be carried out aboard the Glomar Challenger, a 400-foot vessel designed by a California offshore oil-drilling company, Global Marine Inc.

The Glomar Challenger has been literally roaming the seas for five years as a scientific base for the Deep Sea Drilling Project. The project was planned by the JOIDES group—Joint Oceanographic Institutions for Deep Earth Sampling.

The Glomar Challenger was designed to lower more than 20,000 feet of pipe in the open ocean, bore into the sea floor and bring up samples.

Dr. Aumento explained that the JOIDES sampling program has now drilled more than 250 holes, some having penetrated several hundred metres into the sediments overlying the upper deep ocean floor. "However, we felt the time was right to extend investigations into the deeper oceanic crust itself," he said.

JOIDES agreed and assigned the Glomar Challenger to Leg 37 (May 9 - July 2, 1974): the hole itself will cost some \$2,000,000, the expense to be borne by the National Science Foundation of the U.S.A.

"To carry out our research on the drill core, we need more people and equipment than we now have available and substantial funding is necessary to undertake the work properly in a professional manner . . . the National Research Council Grant will be for these purposes."

The actual drilling will take place in the North Atlantic at approximately 36 degrees north, at a point about one day's steaming south of the Azores. Present plans call for up to 2,000 metres of drill-core to be obtained, from which over 2,000 samples will be cut and examined on board.

As soon as the ship returns, Dalhousie will hold a field conference for the purpose of displaying the materials collected related to the project.

As part of the program, other Canadian scientists, outside Dalhousie, will be offered the opportunity of investigating samples of the material collected. To this end the National Research Council has also announced that an additional \$100,000 has been allocated to a sub-committee for the distribution of special grants to Canadian researchers outside Dalhousie who would conduct specialized investigations on the material collected from the deep hole.

In its submission to NRC, the Dalhousie Department of Geology stressed that the project would be of benefit to the entire country. It stated in part:

"The proposal will be directly beneficial to Canada in several ways. Government and industry need advice — scientific and technical at least — on the deep sea. We would be in a position to provide it. They will not get it any other way.

"There will be technological transfer of practical operating experience of the deep sea in eastern Canada."

"We benefit as teachers, having first hand experience of, to use technologist's jargon, state-of-the-art geology, and would be in a better position to communicate enthusiasm, communicate ideas."

A five man Dalhousie team, including the co-chief scientist, is expected to board the Glomar Challenger off Rio de Janeiro in late May en route to the drilling site. Drilling will last 30 days, after which the ship will sail on to Dublin for disembarkation.

## Challenger adding to scientific knowledge

"The Atlantic widens, the Pacific narrows, the Alps grow higher. Los Angeles slides northward, and Africa splits apart. A report on dramatic new discoveries about ... THIS CHANGING EARTH"

That was how the National Geographic magazine (January, 1973) introduced an article which reported on geological and geophysical findings—some of them startling—in the past decade about the forces that shape, and reshape, the earth.

Prominently mentioned throughout the article, by Samuel W. Matthews, is the Glomar Challenger, a sophisticated giant of a ship designed by a California offshore oil-drilling company, Global Marine Inc. National Geographic described the 400-foot vessel as "a gangly, improbably seagoing drill tower", "a scout of the sea floors."

Glomar Challenger, said the article, in its five years of ocean-bed drilling, had provided for the scientists engaged in the study of the earth "the most convincing evidence of all" for the new findings about land mass drift, in the mud and rock drilled from the floors of the world's oceans.

"In August 1968," said the National Geographic, "began a most remarkable expedition in scientific exploration, the Deep Sea Drilling Project. It was an outgrowth of the abortive Mohole Project of the early 1960s, which was originally proposed to drill entirely through the outer

crust of the earth.

"Glomar Challenger was designed ... to lower more than 20,000 feet of pipe in the open ocean, bore into the sea floor and bring up bottom cores, or samples.

"The technical feat has been likened to drilling a hole in a New York sidewalk with a strand of spaghetti dangled from the top of the Empire State Building.

"Federal funding was provided through the National Science Foundation. The (Deep Sea Drilling) project was planned by the JOIDES group—Joint Oceanographic Institutions for Deep Earth Sampling—and directed by the Scripps Institution of Oceanography in California.

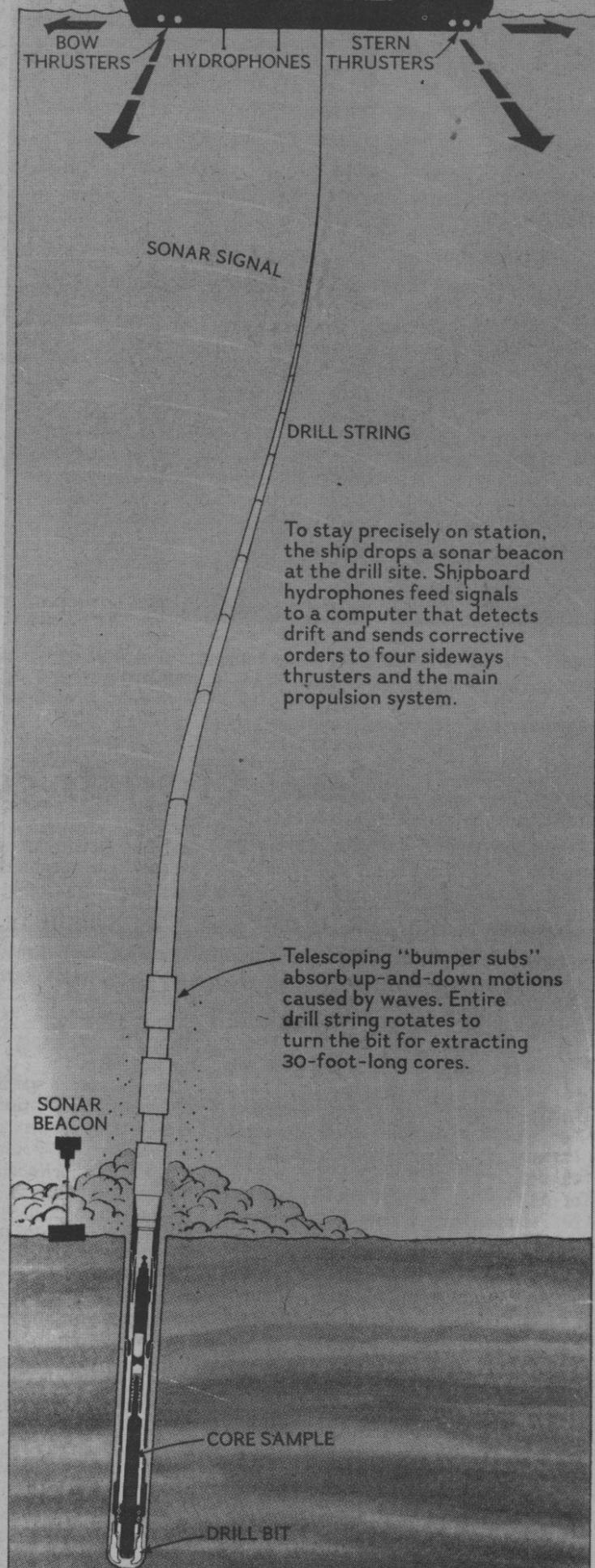
"On her very first leg Glomar Challenger—which proudly carries the name of the historic HMS Challenger oceanographic expedition of the 1870s—struck indications of oil under 12,000 feet of water in the Gulf of Mexico. Oil-bearing structures had never before been thought to exist under such depth of water.

"On the third drilling leg, the ship proved that the Atlantic Ocean was indeed growing wider. Late in 1968 she left Dakar, on the western hump of Africa, and sailed south to the crestline of the Mid-Atlantic Ridge. There, on both sides of the central rift valley, she drilled hole after hole.

"Christmas Day, at 3:30 a.m., a key core sample came up the drill pipe. It showed clearly the boundary between sediment and basement rock. And the age—or, more accurately, the youth—of fossils at the basement confirmed the grand theory.

"The proof of sea-floor spreading ...

From her 142-foot derrick, 400-foot-long *Glomar Challenger* can lower as much as four miles of pipe, drilling deep into the sea floor.



To stay precisely on station, the ship drops a sonar beacon at the drill site. Shipboard hydrophones feed signals to a computer that detects drift and sends corrective orders to four sideways thrusters and the main propulsion system.

Telescoping "bumper subs" absorb up-and-down motions caused by waves. Entire drill string rotates to turn the bit for extracting 30-foot-long cores.

Scout of the sea floors, a floating drill rig named Glomar Challenger zigzags across the oceans on the Deep Sea Drilling Project. She takes core samples at depths no ship could probe before. Samples come up in long plastic sheaths to be analysed by shipboard scientists and in laboratories ashore. The drill will be adapted somewhat for the Dalhousie experiments because of the depths involved. (Drawing by National Geographic staff artist Robert W. Nicholson).

seemed to be in our hands,' reported the expedition co-leader, Dr. Arthur E. Maxwell, of Woods Hole Oceanographic Institution in Massachusetts. As had been predicted, the ocean floor was youngest at the mid-ocean divide. The fossils grew progressively older the farther the drill ship moved outward, in both directions. The sea floor on each side was sliding away from the Mid-Atlantic Ridge at nearly an inch a year."

National Geographic's article went on to

say that four years and nearly 400 holes later (as it was at the time the article was written, presumably late in 1972) Glomar Challenger is still drilling the hard skin of the earth.

"She has shown that the ocean floors are far younger than the continents. The oldest sediments yet found in any of the oceans were laid down some 160 million years ago. In contrast, rocks found recently in Greenland have been dated at 3.98 billion years old ...

# SPECIAL SUPPLEMENT

The Canadian Association of African Studies

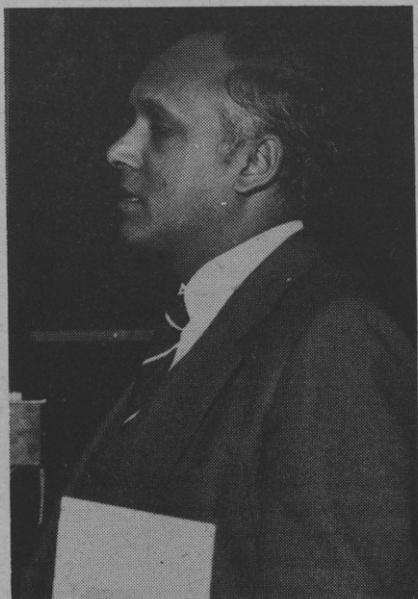
## 400 expected for conference

Premier Gerald Regan will welcome scholars and academics from countries around the world; representatives from government and international development and research agencies; radio and TV broadcasters, journalists and authors from the United Kingdom, France, Africa and Canada; together with representatives from overseas missions when he officially opens the fourth annual conference of the Canadian Association of African Studies on Feb. 27 at Dalhousie University.

Registration for the conference, to be staged in the Dalhousie Arts Centre from Feb. 27 to March 2, will reach 400 when the sessions open, according to Dr. P. D. Pillay, Dalhousie history professor and chairman of the conference organizing committee.

The theme for the conference is entitled Africa in Canada: Current Research and the tone of the sessions will be set at the plenary session on Thursday, Feb. 28, when Two Views: Research Priorities in Africa are examined by EMEKA ANYAOKU, director, international division, Commonwealth Secretariat in London and M. DIOLDE LAVA, director of Niger's leading institution of scientific research.

Panels, round table talks and reading of papers will be the general format during the conference with five sessions running concurrently in each time block. Nine translators will be on hand to provide simultaneous translation in French or English.



DR. P. D. PILLAY

Canadian scholars and current Canadian scholarship are of central importance to each session, but distinguished scholars from 30 different countries including 17 African states, will be used to extend and widen the range of expertise in specific areas.

Of the 80 students attending the meeting, 22 will be giving papers.

In addition to many panels in traditional subjects such as anthropology, economics, education, geography, history, literature, political science, and sociology, there will be panels on medicine, law and the media.

The panel on medicine will discuss rural medicine in Africa, the lawyers will lead a discussion on "law and development" and the panels on the media will compare the news coverage which African events receive in Canada, France and the U.K.

Participants from countries in addition to Canada include: Botswana, Dahomey, Denmark, Ethiopia, France, Germany, Ghana, Haute Volta, Hungary, India, Ivory Coast, Kenya, Lesotho, Malawi, Malaysia, Niger, Nigeria, Norway, Papua-New Guinea, Poland, Rwanda, Senegal, Sweden, Switzerland, Tanzania, Tunisia, Uganda, United Kingdom, United States, Zambia.

A variety of cultural events have been arranged for visitors attending the conference.

A unique collection of African masks on exhibition in the Dalhousie Art Gallery will be the subject of an Art Symposium Thursday, Feb. 28. Taking part in the symposium will be J. Fry, professor of anthropology at the University of Montreal; Ernest Smith, director of the Dalhousie Art Gallery; Z. Volarka, professor of visual arts at York University and K. Wood, curator of collections at the Royal Ontario Museum.

Noted Nigerian Author, WOLI SOYINKA will deliver a public address in the Dunn Theatre of the Arts Centre on Friday, March 1. His topic will be Drama and the African World-View.

African films and documentaries have been scheduled for screening in the Killam Auditorium during the meeting, while the display case in the Library foyer will feature African headdresses.

The conference exhibition area in the Arts Centre will house a display of works and materials by major publishing companies, OXFAM and CUSO-International. In addition to these, space has been set aside for display depicting the work of the International Education Centre at Saint Mary's University.

## Conference schedule

+ indicates simultaneous translation in French or English will be available.)

### THURSDAY

9-10:30 a.m.

+ Research Priorities in Africa—Plenary Session.

11 a.m. - 12:45 p.m.

Western African Development and Social Change I.  
+ — Current Research on Law and Development in Africa (a panel).

— Contemporary Change in Africa I.  
Current Research in Geography: South and East Africa.

Conflict and Change: Coups and Political Change in Africa.

The Third Man in Africa: Asian Minorities.

2 - 3:45 p.m.

Contemporary Change in Africa II.  
— Underdevelopment and Multinational Corporations.

— CWEZI, NYABING, JOGI.  
Regional Co-operation and Conflict: East and West Africa.

Christianity.  
The Coady Institute: The Antigonish Program and Africa.

4:15 - 6 p.m.

— Politics in Southern Africa.  
Social Structure.  
— African Linguistics.  
Human Capital in African Development.  
African and International Politics.  
Chronology.

### FRIDAY

9 - 10:45 a.m.

Annual Meeting.

11 a.m. - 12:45 p.m.

— Historiography of Southern Africa.  
— O.I.S.E. and African Education.  
Canadian and African Economics: Lessons and Guidelines.

West African Development and Social Change II.  
Afro-Canadians in Nova Scotia.  
Famine in Africa: Sahel and Ethiopia (-round table).

2 - 3:45 p.m.

— MAGHREB: Francophone Africa and France.  
Conflict and Change: Classes and Politics in Eastern and Central Africa.

— Aid to Africa: Strategies for Escaping Dependence.  
Aid to Africa: Independence and Interdependence.

Health Care in Africa (round table).  
LWO Paranalotes.

4:15 - 6:00 p.m.

— Western Media and African News (panel).  
— Informal Imperialism.

— Studies in African Social Organization.  
Experiences in Collecting Socio-Demographic Data in Some African Countries.

Plans, Planners and Planning.  
Current Research in Geography: West Africa.

### SATURDAY

9 - 10:45 a.m.

— Canadian Media and African News (panel).  
— African Problems in Education.  
— Colonialism.

West African Development and Social Change III.  
Politics of Inequality in West Africa.  
Pre-Colonial Buganda.

11:15 a.m. - 1 p.m.

— Confrontation in Southern Africa.  
— Africa and International Politics.  
— Mythology and Social and Political Organization in TCHADIAN Region.

Medicine in Rural Africa (round table).

South of NYANZA.

LWO-Paranalotic-Sor Interaction.

### LITERAUTE SESSIONS

Thursday: 9:30 a.m. - 12:30 p.m. (panel).

— 2:30 - 5:30 p.m. (panel).

Friday: — 11:15 a.m. - 12:15 p.m. (general session).

— 1:30 - 4 p.m. (panel).

### ART AND FILMS

Wednesday: 4 - 5 p.m. (film).

Thursday: 8:30 p.m. (film).

8:30 p.m. (Art Symposium)

Friday: 8:30 p.m. (public lecture).

Saturday: 11 a.m. (documentaries)

2 p.m. (CBC film)

Wednesday - Saturday: Art Exhibition.

## Special area for displays

A special exhibition area has been set aside in the Arts Centre during the conference. It will feature a book exhibit on an African theme. OXFAM and CUSO-International will have a booth containing printed matter.

The International Education Centre at Saint Mary's University has also accepted an invitation to exhibit at the conference.

The centre is designed as a cross-cultural learning resource for the area and their display will include slides and films on African development which are available to the local community.

# Wide variety of topics

Registrants to the conference will look at current Canadian research in such disciplines as anthropology-sociology, economics, education geography, history, literature and political science.

The anthropology-sociology sessions will be directed towards linguistic studies together with an analysis of African societies and the use of sociological data.

Meetings within the political science spectrum will deal with South African affairs, politics of Portuguese colonies and problems of liberation movements.

Discussions in economics will

centre around the general theme of human capital as a resource. History topics will cover pre-colonial, colonial, South African historiography and contemporary topics.

Geography, a new subject in African research in Canada, and literature, an important research field, will both receive attention at the sessions.

One session will be devoted to the extension work of the Coady Institute at Antigonish.

University News acknowledges the articles on these pages, submitted by conference co-ordinators in these disciplines.

## Political Science

By KENNETH A. HEARD,  
Dalhousie

The Political Science Department has an active interest in African Studies. It participates in the African Studies B.A. program, and as well offers courses and thesis supervision in African politics at the graduate level.

Classes offered in the department include: Politics in African South of the Sahara, Foreign Policies of African States, The Politics of South Africa, as well as related courses such as, Problems of Development: The Politics of New States, Nationalism and Nationalist Movements, and Problems of New States: New States in a Stratified International System.

Two members of the department are actively engaged in teaching and research in African topics. Prof. T. M. Shaw, also a member of the Centre for Foreign Policy Studies, currently focuses on conflict and co-operation in southern Africa, the foreign policies of East African states, and on regional integration in Africa. Prof. K. A. Heard specializes in the internal politics of South Africa.



PROF. BARKOW

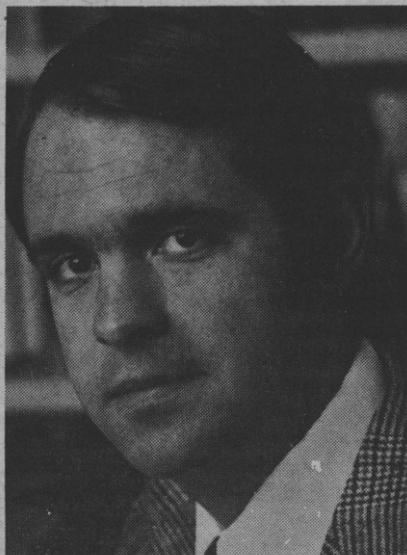
## Sociology, linguistics

By Jerome H. Barkow, Dalhousie

There was a time when sociologists studied Western societies only, while anthropologists limited themselves to a concern with "traditional" Africa.

As our panels show, today's "Africanist" anthropologists are equally interested in questions of change and development, and frequently find their sociologist colleagues working right alongside them.

Many of the early European students of Africa were intrigued by that continent's many languages.



PROF. SMITH



PROF. HEARD

## African literature

By Rowland Smith, Dalhousie

African literature will figure prominently in the topics to be discussed at the CAAS conference. And the bilingual nature of African literary culture is reflected in the fact that of the eleven papers to be read, seven will be in French, and four in English.

The noted Nigerian author Wole Soyinka will address a plenary session of the Association at 8:30 p.m. on March 1. His topic will be "Drama and the African World-view."

The well-known writer from the Ivory Coast, Bernard Dadie, will give a general paper at 11:15 a.m. on March 1. His topic is "Le Pouvoir dans la Litterature Africaine."

Other sessions will consist of papers read by Canadian scholars on French North African writing, West African writing (both French and English), Caribbean writing, South African writing, and general critical problems involving African literature.

## Coady Institute

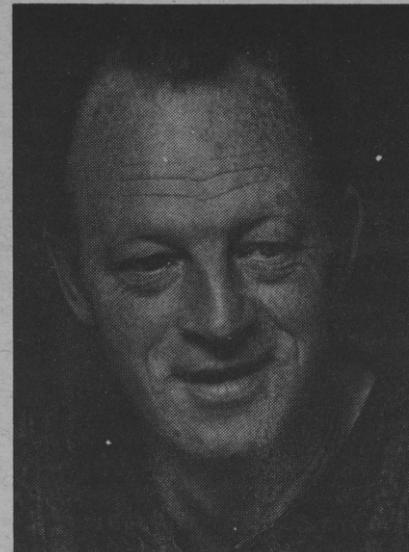
By W. J. F. Kontak,  
St. Francis Xavier

There will be three educational panels at the conference: The Antigonish Movement and Africa (St. Francis Xavier University), O.I.S.E. and African Education (Ontario Institute for Studies in Education), and *Problems Africaines d'Education* (Laval University).

The St. F. X. panel, including Coady Staff, will present the philosophy of the movement, the training program of the Coady International Institute, the transfer of the movement, to UBLS as a case study, and the continuing validity of the program in Africa.

Two of the O.I.S.E. papers are concerned with education in Ghana: one with adult learning and one with female university students. The other two are concerned with educational planning in Africa, and the secondary school and social change.

The Laval panel will naturally deal with



PROF. WEBSTER

francophone Africa: scholarly and professional aspirations in Chad, teaching and colonial strategy in Cameroon, the anthropology of education and Africanism in Quebec, and family and territorial ties among the Guidar of Cameroon.

## History from oral tradition

By J. BERTIN WEBSTER,  
Dalhousie

African history is today one of the most exciting fields of historical study, both from the point of view of methods and results. In fact it is probably true to say that new results in any field are often the result of a new methodology. The new methods are largely summed up in the expression, oral tradition.

To many people oral tradition probably brings to mind the researcher sitting around questioning elderly men and women. That is the correct image, but it is probably less well known that a whole new library of literature is being published devoted to methods of collection and analysis of results.

How does one sift fact from myth, fact from propaganda? Which types of traditions are subject to change, which are less so? Does a tradition about the sixteenth century tell you more about the society of that century or of the society as it now is? Is religious history less subject

to distortion than secular and especially political history? What are the complex mechanisms by which a society controls the transmission of knowledge?

What does stand out very clear is that Africa was and is the home of oral tradition. Every society has an oral tradition of some kind but probably no other continent has developed the oral transmission of knowledge to such a stage of complexity and efficiency as have the societies of Africa.

Dalhousie University is moving into this field of historical inquiry. One Ph.D. thesis at present is being written on the Sukuma peoples of Tanzania, a thesis which relies almost entirely for its "documentation" on oral traditions collected by the student during eighteen months field work among the Sukuma.

Two other Ph.D. candidates are now in the field, one in Botswana, another in Nigeria; the first planning a thesis entirely from oral tradition, the other partly so. It is not possible at Dalhousie to embark on African history research which does not allow for almost half of the minimum Ph.D. time to be spent in Africa either working in national archives or collecting oral tradition or both.

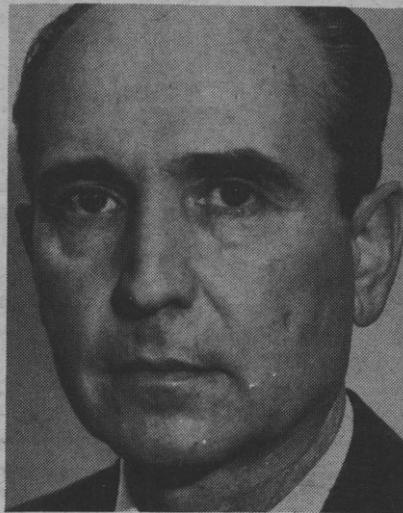
The idea of maximum exposure to the country or region a student is studying is not of course, only confined to those pursuing African history. All Ph.D. candidates in history at Dalhousie regardless of their geographic area of speciality are urged to become personally familiar with the culture of their research.

However, those who seek to pursue research outside of their native culture require both a larger and more intense exposure to their adopted culture than others. The collection of oral tradition in itself guarantees this. Just as one may sit for a year in the Hamburg Archives enjoying little contact with or exposure to German culture so one can also sit in isolation in Lagos. But oral tradition takes the student into the villages for long periods, away from his vernacular, away from his culture.

It is then the quality and sensitivity of the individual which will determine the outcome. One has to admit that there are individuals so culture-bound that they are able to isolate themselves even under these circumstances.

As in so many other aspects of education the university has the duty to place before its students the best facilities, but it is the students themselves who decide how much or how little they will take advantage of them.

In choosing a graduate school particularly in subjects relating to alien cultures, wise students will not only scrutinize the quality of the academic staff but also the provisions made for exposure to and participation in the culture itself.



PROF. KONCZACKI

## Economics

By Z.A. Konczacki, Dalhousie

Two panels will be specifically devoted to the economic problems facing modern Africa. Papers will reflect both the theoretical and applied approaches.

The first of these panels entitled "Human Capital in African Development" will concentrate on the role of education, health services, and nutrition in the growth of African economies. Canada's contribution to the efforts of African countries in these fields will be discussed.

The second panel will deal with some of the lessons derived from past experience of the African countries and Canada and the guidelines for future developmental efforts.

Case studies will concentrate on Ethiopia, Angola, and Mozambique.

# Unique exhibition of masks

The Dalhousie Art Gallery is currently exhibiting one of the most exciting shows of the year. Called *Masks without Masquerades*, the exhibition features 34 rare examples of masks from the African continent and was commissioned by the Dalhousie Art Gallery in conjunction with the Dalhousie Committee on African Studies for presentation during the conference.

The exhibition, which received generous support from Canada Council and the Department of External Affairs, is directed by Jacqueline Fry, former curator of non-Western art at the Winnipeg Gallery and now professor of anthropology at the University of Montreal.

"The display is not only pleasing for the eye," says Ernest Smith, director of the Art Gallery, "it is an educational experience as well, since this is the most important venture in terms of non-Western art ever undertaken in Nova Scotia."

Dance masks, procession masks and masks portraying good and evil spirits mix with large pieces resembling sculpture. The largest piece is a four foot high wooden, female figure called "Nimba" from the Baga tribe of Guinea. This sculpture-mask, which weighs almost 200 pounds and was carried in tribal processions, belongs to the Royal Ontario Museum.

Other masks with exotic names such as "Chikunza," "Marka," "Runu," "Mossi," display the craftsmanship and artistry of the different tribes and cultures. Bead work, embroidery, wood carving, raffia, paint, grass, feathers and mud are some of the methods and materials used to decorate the masks, which play such an important role in the spiritual life of the tribes.

It was the same kind of masks which inspired Modigliani, Picasso and the European cubists to new heights of expression during the years before World War 1.

The masks for the exhibition come mainly from Nigeria, Gabon, Angola, Zaire, Mali, the Ivory Coast, Upper Volta and Guinea. They have been assembled from major private and public collections throughout Canada. Some of the masks from significant private collections have never been displayed before, others can be seen in the permanent collections of the African Museum in Montreal, the Royal Ontario Museum, the Museum of Man in Ottawa and the New Brunswick Museum in Saint John.

## Cultural events featured

Highlighting the host of cultural events planned by the Dalhousie organizing committee for the African Studies Conference will be a public address delivered by noted Nigerian author **Wole Soyinka**.

The subject of his talk entitled *Drama and the African World View* will be given at 8.30 p.m., March 1, in the Dunn Theatre of the Arts Centre.

Two African films, documentaries a CBC production have been scheduled for the Killam auditorium.

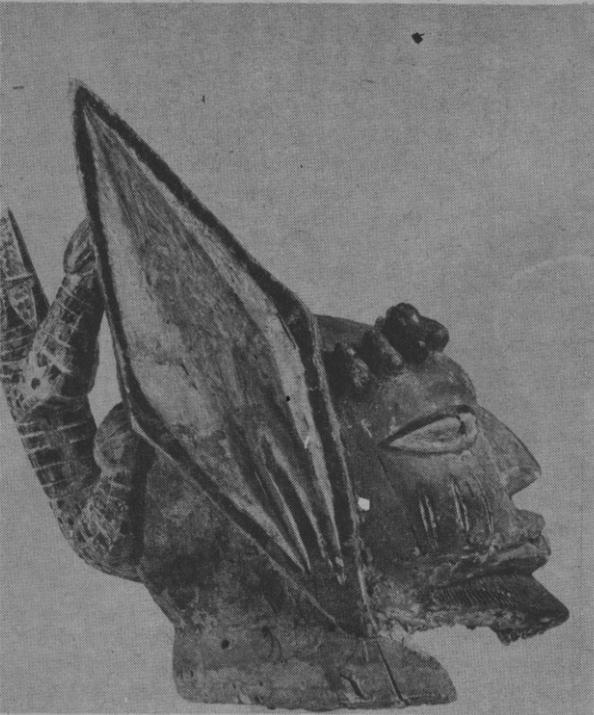
A color film, *Reoutakk* by Mahama Traore, produced in 1970 in Senegal will be shown at 4 p.m., Wednesday, Feb. 27. At 8.30 p.m. on Thursday, Feb. 28, there will be a screening of a 1972 color film entitled *Sambizanga* by Sarah Maldoror.

Documentaries on Africa are scheduled for 11 a.m. on Saturday, March 2 followed that afternoon at 2 p.m. by a CBC film production.

The Dalhousie Film Theatre under the auspices of the Dalhousie Cultural Activities Committee will sponsor three films on an African theme at 8.00 p.m., Friday, March 1, in the Rebecca Cohn Auditorium.

An exhibition of 34 rare examples of African masks featured in the Dalhousie Art Gallery will be the subject of an art symposium to be held at 8.30 p.m., Thursday, Feb. 28 of the Arts Centre.

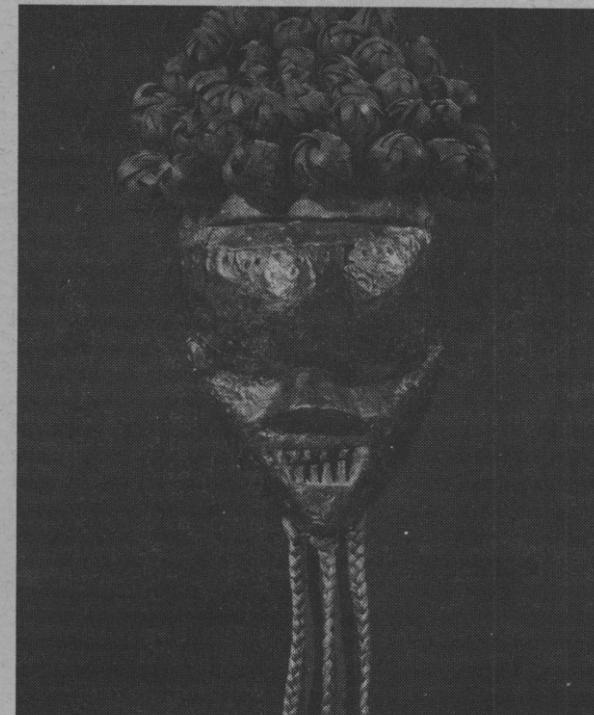
Taking part in the symposium will be Jacqueline Fry, professor of anthropology at the University of Montreal; Ernest Smith, director of the Dalhousie Art Gallery Z. Volarka, Professor of Visual arts at York University and K. Wood, curate of collections at the Royal Ontario Museum.



EGUNGUN MASK



EKPO MASK



FACE MASK



NGAADY A. MWAASH

## Variety, Relevancy, Sensitivity

By J. Bertin Webster, Dalhousie

Few societies anywhere in the world either matched African civilization in popular consciousness of history or developed such complex mechanisms for its preservation and transmission.

Furthermore numerous religious, races and social customs daily interact in Africa in an itimacy which is probably unique. As a result African cities of modest size exhibit a cosmopolitanism denied to western cities many times larger.

Within this variety the historian has a range of choices, a range normally much wider than his counterpart enjoys in the western world.

The element of variety is not only applicable to choice of topic. The historian also has a range of methods open to him, methods pioneered by other historians, by anthropologists and sociologists. Even more exciting it is quite possible for an ordinary historian to develop methods never employed before.

What is really surprising, is how creative and enterprising ordinary human beings can be if the "Disciplinary rut" has not been tramped too deeply by preceding generations.

The African historian quickly comes to feel the relevancy of his work. Partly this arises because Africans believe in the relevancy of history. And what is relevancy? Who can judge it? If the society in which one works considers one's research pursuit relevant, then presumably it is relevant.

In a system of oral transmission, a society preserves in greatest detail what it considers most relevant.

Only the obdurate researcher can become irrelevant. This occurs when the researcher pursues a conception of relevance mentally tied to a phenomenon or value in the western world. One operates on the assumption that any study of human society in the particular is relevant to human society in the general.

But the western researcher who studies Africa with the intention of making his research directly relevant to his native society probably destroys most of the value of his own work, and may cast suspicion upon his conclusions.

Finally much historical research in Africa demands constant contact with a great variety of peoples. Few researchers have been able to resist either the charm of the society or more specifically of its elders. Clearly research is much more than charm, but the point is that the researcher is forced to maintain a social and human dimension to his life and his work which must to a degree become reflected in the feel and quality of what he writes.

Some believe that African studies is another one of those fads or fancies which periodically sweep the academic community like outbreaks of religious revivalism and through which the orthodox must sit and suffer in benevolent silence. Frankly it seems unlikely. There are too many attractions to men and women of this generation and limits to how long cultural ethnocentricism can hold our undivided attention within the world village. Some people at least believe that there are rapidly diminishing returns in the contemplation of their own ethno-cultural navel.



THE COHN AUDITORIUM

## Focus on Arts Centre

The Dalhousie Arts Centre will be the focus of activity on campus from Feb. 27 to March 2, when the university hosts the 4th annual conference of the Canadian Association of African Studies.

The **REGISTRATION** areas will be located on Level 4 beginning on Wednesday, Feb. 27 from 2 p.m. - 6 p.m.; Thursday, Feb. 28, from 8.30 a.m. - 6 p.m.; Friday, March 1 from 8.30 a.m. - 4 p.m.; and Saturday March 2 from 8.30 a.m. - 10 a.m.

For the convenience of registrants and visitors to the sessions, the committee has arranged to have an **INFORMATION DESK** manned daily beginning at 8.30 a.m. on Level 3.

The **SECRETARIAT'S** office on Level 4 will be open each day from 9 a.m. - 5 p.m.

**PAPERS** will be on sale on Level 4 from 10 a.m., Wednesday, Feb. 27 and at intervals on succeeding days.

**AD HOC MEETING ROOMS** with a seating capacity for 20 will be available and can be reserved at the Secretariat's office.

Level 3 will also house the **BOOK EXHIBITION** which will be open for viewing from 10.00 a.m. - 2.00 p.m. and from 4 p.m. - 6 p.m. on Wednesday, Thursday and Friday and from 10 a.m. - 1 p.m. on the final day.

An art exhibition entitled **Masks without Masquerades** will be on display in the **DALHOUSIE ART GALLERY**. Gallery hours are 1.00 p.m. - 5.00 p.m. and 7 p.m. - 9 p.m. daily.

## CAAS formed in 1970

The Canadian Association of African Studies came into being in 1970 when the first annual general meeting was held at Laval University.

Its membership is open to all Canadian academics working on African subjects along with those foreign Africanists who are working at Canadian universities, as well as to all interested specialists in African affairs.

The aims of the Association are the promotion of the study of Africa in Canada; an improvement in knowledge and awareness of Africa and the problems

and aspirations of its peoples on the part of the Canadian public; the facilitation of scholarly and scientific exchange and the provision of a link between the Canadian and African scholarly and scientific communities in particular by the publication of the *Canadian Journal of African Studies*.

The executive members of the Association are: President, Dr. Douglas Anglin; Vice-President, Dr. Douglas Killam; Secretary-Treasurer, Dr. B.R.F. Taylor; Co-editors of the Journal, Dr. Michael Mason.

## Dal program integrated

The program in African studies offers students an opportunity to integrate classes from a number of disciplines around the theme of one major world region.

Because Africa is a useful focus for courses from several disciplines, it provides students with an opportunity to investigate most of the social, economic and historical change at several levels.

In addition to a compulsory class in African Studies, (a combination of anthropology, history, economics, political science and music) students are required as part of the B.A. program to take classes in two categories: those that have a direct concentration on Africa and secondly those that deal with problems of development and underdevelopment.

In the first category students can select classes on the following topics: Africa: Ethnography and Modernization; Pre-Colonial History of Sub-Saharan Africa; Economic History of Tropical Africa;

Colonial period; Recent Economic Development in Sub-Saharan Africa; African Literature in English; Tropical Africa in the Nineteenth and Twentieth Centuries; Origins of Tribalism and Nationalism in Africa; History of South Africa; Foreign Policies of African States; Politics in Africa South of the Sahara; the Politics of South Africa and Problems of Development.

Classes offered in the second category include: Peasant Society and Culture; Social Organizations of Pre-Literate Societies; Theories of Economic development; International Economics of Development; Economic Development and Ecology; British Commonwealth and Empire; Cuba and the Caribbean; Music Outside the Western Tradition; International, Regional and Trans-National Organization; Comparative Political Administration; Social Change and Modernization; and Socio-Cultural Change: Modernization and Development.



DALHOUSIE ARTS CENTRE, conference headquarters.

# Plant, animal life to studied

Dalhousie University's Department of Biology has been awarded a \$311,000 grant by the National Research Council for an extensive research program of plant and animal life in Nova Scotia's coastal waters.

Officially called "Coastal Zone Productivity: Environmental and Genetic Aspects", the project has already begun at the university and will be completed over the next four years. Work in the university will be done in co-operation with scientists at the Atlantic Regional Laboratory at NRC, who are active in seaweed research.

The main fields of study will be the physiology and genetics of seaweed, oysters and other coastal marine life.

Dr. K. H. Mann, chairman of the department of biology and grant administrator, pointed out that kelp, Nova Scotia's most abundant seaweed, is one of the most productive plants to be found anywhere in the world.



Dr. K. H. Mann

He also pointed out that Nova Scotia kelp "grows best in mid-winter and we plan a detailed study on how it manages to do so."

Seaweed is an important part of the marine food chain. Seaweed is turned into organic particles which are carried in the water and are filtered out by animals that feed in this manner. These animals include oysters, mussels, and some minute animals, zooplankton, which in turn are food for other animals.

One example of the food chain, though not part of this project, is that sea urchins feed on seaweed, and lobsters feed on sea urchins.

Dr. A. R. O. Chapman, who has done extensive work with seaweed, said the project will also see if it is feasible to improve the quality of seaweed. As well as being part of the food chain, seaweed is also used extensively as food additives.

Dr. Mann also pointed out that the Dalhousie research team will also look at a wide variety of oysters. "Some types have shown a remarkable ability to survive in cold temperatures and other adverse conditions . . . we will look at their genetic characteristics to find if it is possible to breed a better oyster."

The wide-ranging study will also look at salt marshes and sea worms which are also part of coastal zone productivity.

The project will examine carbon and nitrogen metabolism in salt marshes, an area being investigated by Dr. David Patriquin.

Dr. Patriquin has theorized that microbes associated with plants in some Nova Scotia marsh areas are capable of taking nitrogen from the air and converting it to fertilizer and subsequently fertilizing the edge of the sea.

Dr. R. W. Doyle of the department has found that sea worms have a great genetic



An example of the food chain—sea urchins feed on seaweed and lobsters feed on sea urchins.

ability to adapt to local conditions. They will be used extensively in the project. Dr. Doyle likens their use in the project to that of white rats in medical research.

Headed by Dr. Mann, the project team will include Dr. I. A. McLaren, Dalhousie;

Dr. S. Craigie, of the National Research Council; Dr. R. W. Doyle, Dr. L. E. Haley, Dr. E. Zouros, Dr. A. R. O. Chapman and Dr. David Patriquin, all of Dalhousie. Also part of the team will be a diver, a number of technicians and post-doctoral fellows.

## University helps support Ontario city

Money flowing to Hamilton, Ont., and district during 1972 as a direct result of McMaster University's presence in the community amounted to \$77,084,000, it is shown in a newly-released study conducted by McMaster's Office of Institutional Research. Over 70 per cent of the 3,823 jobs provided by the university are held by residents of Hamilton.

The study was begun in the spring of 1973 to assess McMaster's short-term economic impact on the communities surrounding the university. Attention was given particularly to the expenditures made by the university and to the employment that the university supports. When the effects of personal spending by faculty, staff, students and visitors were considered, along with the jobs indirectly supported by McMaster's presence, it was shown that the university generated a total income in the community of \$154,000,000 and supported approximately 7,640 jobs.

McMaster University is one of the largest employers in the Hamilton area, with an operating budget (excluding the McMaster University Medical Centre) of over \$40,000,000. The report points out that while the economic impact of an industrial corporation of similar size is often quite visible, that of a university—since it is a place of people and ideas and not one of products and services—is often not apparent or understood. The report was prepared to illuminate the relationships involved in this impact.

Cash flow into the community as generated by McMaster is analyzed in the report under four categories: From faculty and staff as individuals; from students as individuals; from visitors as individuals; and from the university as a consumer of goods and services. Each of

these generates a cash flow in the form of expenditures for salaries, goods and services.

Visitors are those persons from outside points who attend conferences at McMaster, especially during the summer. In 1972, these amounted to about 12,000. Although their average stay was estimated at three days, many visitors remained as long as 10 weeks. In addition, approximately 3,000 other outside visitors attended events at McMaster not classified as conferences. They produced a total off-campus expenditure of \$300,000, all of it probably spent in Hamilton.

Annual faculty and staff spending including the McMaster Medical Centre was estimated at \$24,592,000 for all classes of costs from food and shelter through furnishings, clothing and other outlays. Undergraduate spending based on locality of student residence was \$7,914,000 during the eight-month academic year, and graduate student spending came to \$3,874,000. To eliminate double counting, these figures did not include monies the students paid to the university.

The area surrounding the City of Hamilton benefits substantially from the presence of McMaster University as well. Approximately \$31,000,000 in salaries, goods and services expenditures (excluding those by the medical centre) flows to the regional municipalities.

Together with \$40,309,000 flowing to the City of Hamilton, spending by McMaster University and its employees in the region totals \$71,179,000, with an additional \$5,905,000 generated by the Medical Centre.

Goods and services purchased by the university including the medical centre from a broad range of suppliers in the

community totalled \$40,404,000. Expenditures at the university by faculty and staff were subtracted is only part of the employment generated by McMaster's presence. Added to this is the chain reaction effect of money being passed from person to person in the local economy which multiplies the initial expenditure or income. A similar multiplying effect exists with regard to numbers of jobs provided.

Examination was also given to comparative costs for the 2,500 Hamilton and district McMaster students living at home, and those living on campus. The average student living at home saves

approximately \$650 over his counterpart in residence at McMaster. For those at home the total average cost for accommodation, food, transportation and miscellaneous living expenses was \$950, while for those in residence it was \$1,600.

The total savings to local households resulting from students being able to live at home while attending McMaster was estimated at about \$1,625,000. Thus, the report says, if McMaster were not present in the Hamilton area, these students would have to spend an additional \$1,625,000 to attend a university elsewhere.

## Volleyball team off to nationals

Dalhousie University's volleyball team has been given an excellent chance of bringing home the Canadian intercollegiate championship.

The Jan Prsalapoached Dal team, winners of the Atlantic championship this past weekend, travelled to Edmonton and the Canadian Intercollegiate Athletic Union championship tournament.

The Dal team has come up with fine performances in national senior play the past two seasons and is rated as a definite

threat for the intercollegiate crown this year. The tournament scheduled for the University of Alberta Feb. 22 and 23 involved conference champions from the Atlantic, Quebec, Ontario, Great Plains and Western regions.

Members of the Dalhousie team are Bob Smith, Phil Ryden, Wayne Marryatt, Phil Le Blanc, Glen Dexter, Mike Sayers, Ken Johnston, David Archibald, and John Primrose.

## Province will be well represented

A contingent from provincial universities will not only include a roster of staff and students from Dalhousie, Mount Saint Vincent and Acadia but former residents of Nova Scotia now residing in Africa.

The "one-time" Nova Scotians are Gordon Haliburton, history professor in Lesotho, Southern Africa and student J. Morrison in Ibadan, Nigeria.

The conference will have a Nova Scotia

contingent to it as well. One session is devoted to St. Francis Xavier University's Coady Institute and its African training program. Another will focus on Afro-Canadians in Nova Scotia.

Nova Scotia medical doctors exposed to the African medical experience in some form will serve as discussors at a round table session dealing with rural medicine in Africa.

# Dr. Ruth Beard guest of DFA

Dr. Ruth M. Beard, director of the university teaching methods unit at the University of London Institute of Education from 1965 until 1973 and now professor of education at the University of Bradford, was a guest of the Dalhousie Faculty Association this week.

An expert in effective teaching and Learning techniques, Dr. Beard was on campus taking part in two open discussion periods and a series of small group discussions in various faculties.

Dr. Beard, a 1957 PhD, taught at the University of Birmingham before joining the University of London. She is one of the relatively few women to hold a chair at a British university (last year there were only 40 chair holders of a total professorial population of 3,300).

The university teaching methods research unit she headed from the time of

its inception in 1965 was established because of the demand for advice from teachers.

Dr. Beard is the author of two books, *An Outline of Piaget's Development Psychology*, and *Teaching and Learning in Higher Education*.

While at Dalhousie, she spoke on Teaching and Effective Learning on Monday and on Wednesday, Feb. 20. At the first session, she dealt with courses, and at the second with methods. Dr. Beard visited the Mount Saint Vincent University campus for a lunchtime meeting on Thursday, Feb. 21.

In addition to her open talks, she also met curriculum chairmen in the Faculty of Medicine, a group from the School of Nursing, and other faculty groups.



DR. RUTH BEARD

# Statistics conference May 2, 3, 4

A Conference on Applied Statistics, sponsored by the Department of Mathematics, Dalhousie University, will be held at the university May 2, 3 and 4.

Supported by the Canada Council, the Atlantic Provinces Inter-university Committee on the Sciences and the Province of Nova Scotia, the conference is primarily concerned with various applications of statistics.

Representatives from federal and provincial governmental departments, as well as private industry are expected to attend the sessions. This is the second major conference on statistics to be held at Dalhousie; and, as was the case with last year's sessions, proceedings will be published.

Chairman for the conference is Dr. R. P. Gupta, of the Dalhousie Mathematics Department. He has announced the following roster of speakers: G. A. Barnard, University of Essex; W. T. Federer, Cornell University; Alvan Feinstein, Yale University; D. A. S. Fraser, University of Toronto; John W. Tukey, Princeton University and Bell Laboratories; Arnold Zellener, University of Chicago; A. G. Laurent, Wayne State University; R. G. Miller, Stanford University; J. R. Rutherford, Dupont of Canada; E. Pielou, Dalhousie University; D. A. Sprott, University of Waterloo; D. G. Watts, Queen's University.

Topics to be covered include: biometrics, econometrics, business and industrial statistics, social statistics, mathematical statistics, statistical ecology and computer science.

The registration fee is \$10, university students, \$5. Further information may be obtained from Dr. Gupta, in the Mathematics Department, Killam Library.

## Methods unit fulfills a need

The University Teaching Methods Unit of the University of London Institute of Education which Dr. Beard headed from the time of its establishment in 1965 until she was appointed to a chair at the University of Bradford last year, was set up as a result of requests for advice from teachers, mainly from colleges of applied sciences in Britain.

When it was established with a grant from the Leverhulme Trust, the unit had Dr. Beard and a secretary as its total staff. Since its resources were limited, the first courses and conferences it organized were restricted to members of staff in fields where assistance had already been sought, namely medicine, dentistry, engineering and the pure sciences.

### OTHER FIELDS

Gradually teachers from other fields were included — first, the linguists, then designers and architects, and more recently, those from the arts and social sciences.

To extend these activities, research sections were formed by inviting interested teachers from the various colleges of the University of London to suggest, and to share in, inquiries and small research projects which would be likely to have an immediate impact on

teaching. The science research section, for example, prepared a questionnaire for teachers to circulate to their students to enable them to make suggestions for the improvement of communication in lectures.

With additional funds from the Leverhulme Trust the unit appointed a research officer between 1968 and 1971 to help teachers in departments of physics to define their objectives in teaching and to relate these with methods in teaching and the assessment of learning.

### STAFF ADDED

In 1970 the unit was augmented by four additional staff to provide services to university teachers; this was the result of a grant to the Institute of Education by the University of London. In 1971, the unit worked with biologists in departments of education and with physiotherapists, and in the same year, a research fellow was appointed to assist in the development of methods of evaluating a course for general practitioner trainers.

The following year, Britain's University Grants Committee awarded grants to the unit and to the department of educational administration of the Institute of Education to develop programs for senior academic and administrative staff. These programs are aimed at helping university staff work out ways of tackling new

programs (or new ways of tackling old problems) which they currently face. The program organizers try to do this by servicing self-help programs or by bringing together people from different universities who believe they can work together profitably on the problems each has in his own institution. Workshops, seminars and conferences are held, but always in response to the needs of participants or their institutions.

The University Grants Committee also financed the appointment of another staff member to work with the unit and the Architectural Research Unit at University College on a project for the development of group teaching in universities. Teachers learn how to handle groups in discussing video tapes of themselves leading group work with students, or of their own reactions during group discussion with other teachers concerning educational problems. In addition, short courses are provided on learning in groups and video programs are accompanied by notes on small group teaching.

The unit also organizes an introductory course for lecturers each fall, with the co-operation of specialist teachers, and holds a major conference for senior staff on some topic of general interest in January or April. A program of short courses, working parties and study groups, offered

since 1971, provides opportunity for choice and is attracting increasing numbers. During the current year, intensive efforts will be made to encourage university teachers to improve their techniques in speaking and lecturing.

Members of the unit are also involved in courses organized by constituent colleges at the University of London, or by professional bodies, and in some courses at other universities. In the spring of last year one of the unit's staff presented a series of seven broadcasts on teaching and learning in higher education, which involved experts on higher education from all over the world.

# Is written expression a lost art?

Is written expression becoming a lost art? Are undergraduate students in 1974 less able to organize and express their thoughts than were students in 1954, or 1934?

Answers to these kinds of questions would probably depend upon one's point of view or his age, or his memory.

There appears to be little doubt, however, that the quality of written work that is submitted by a number of students is a cause for concern for professors who receive it and for some of the students who produce it.

Those involved in the university's Early Detection Program have been impressed by the number of students who believe that their academic difficulties stem largely from their lack of ability to express themselves clearly.

"Concurrently we have been receiving requests from a number of instructors to provide some assistance in organization, grammar, syntax and vocabulary," says

Prof. E. T. Marriott, assistant dean of Student Services.

In an effort to respond to these requests, Prof. Marriott brought together a small group of university people, including Dr. Bouma (Sociology), Dr. Gray (Chairman of the English Department), Mrs. Mary Dykstra (Killam Library), Dr. Poel (Political Science) and Dr. Mealie (Student Counselling), to develop a program specifically aimed at upgrading writing skills. The result is the Writing Workshop Resource Centre.

### IN KILLAM

The centre is located on the first floor of the Killam Library and consists of a resource room where a variety of printed materials are available, and a classroom where specific skills can be taught.

The "program" is non-structured, that is, there are no regular classes and students are not required to appear at

specific times of the day.

Four tutors have been engaged and the centre will be "manned" at least 14 hours a week.

Students can use the facility in two ways; they can go to the resource room and use the prepared material as a guide to solving some of their difficulties and they can bring samples of their own written work to one of the tutors and hence receive specific assistance and council.

### STIMULATION

The aim of the tutors, "says, Prof. Marriott," is to stimulate the students to upgrade skills related to gathering and organizing material and writing within the generally accepted conventions of grammar and syntax. Emphasis will be placed on encouraging students to become their own proof readers."

The centre will be open during regular Library hours. Tutors will be in the centre

during the following hours each week until the end of term.

Monday	9 - 11 a.m.
Tuesday	9 - 11 a.m.
	7 - 9 p.m.
Wednesday	2 - 4 p.m.
Thursday	2 - 4 p.m.
Friday	2 - 4 p.m.
Saturday	2 - 4 p.m.

The program was originally set up to serve the needs of students in Arts and Science and the Health Professions. These are the students who will be most likely to profit from the project.

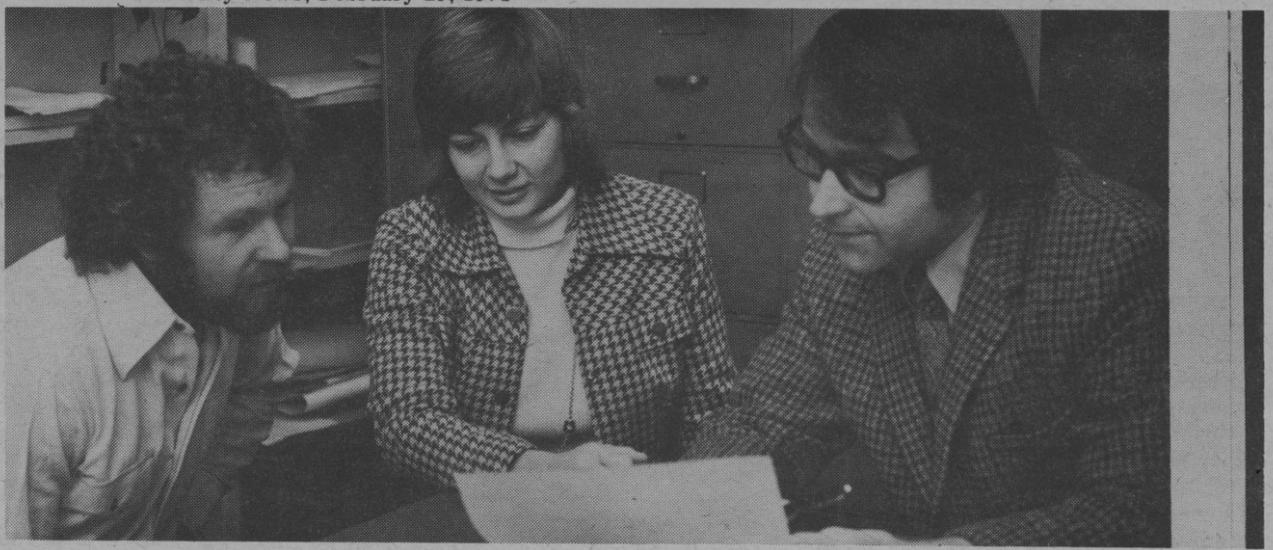
However, any student registered at the university who believes that it might be useful is free to use the service. Professors are encouraged to refer students needing remedial work in written expression to the centre.

Anyone who has questions to ask, or suggestions to make about the Workshop, are invited to call Prof. E. T. Marriott, 424-2406.

# Field experience

It is the primary objective of field experience programs in teacher training to provide students with opportunities to analyze, compare and participate in a variety of teaching-learning settings.

How two such programs, in the department of education and the School of Physical Education, are plotted and carried out are explored here.



DON HUEGEL, program administrator, JOYANNE JOLLY, field development assistant, GERALD PUNKE, field development officer.

## Spectrum of styles available to teachers

"As educators of teachers our responsibility is not to choose and invoke only styles of education that we prefer but to introduce future teachers to a spectrum of styles available and to help them examine and understand differences between them."

This is the concept envisioned in the field experience program administered by Douglas Huegel, assistant professor of education and Gerald Punke, field development officer — both with the university's department of education.

Basically, students are provided with a variety of field experience activities and options and are then expected to evaluate their conceptualization of the in-situation (field) experience and to analyze the teaching-learning environment, materials and practices.

The field experience program is comprised of three phases — each of which is followed up by tutorial sessions at the university together with faculty — graduate advisor seminars.

### PHASE I

This phase involves a one-week observation period for teacher candidates in one or two different educational institutions followed by seven or eight consecutive Tuesday morning field visits to designated school set settings.

The teacher candidate acts as observer. He is asked to record the teaching styles and learning activities used in the schools.

"Hopefully in this way, he will develop a sensitivity towards the complexities of working in the school setting," says Punke.

At the university, tutorials backed up with audio-video tapes on teaching styles and strategies enable prospective teachers to analyze the component parts that are involved in the teaching-learning activities.

Prof. Huegel says the tutorials are meant to serve as an intermediary between theory and practice.

Some of the settings that teacher candidates enter, in addition to the schools in the Halifax, the County and Dartmouth school system include; day care centre, the Bank of Montreal Youth project, the Halifax South Open School, the Dalhousie Play Group, the Killam Hospital for children and the School for the Blind.

### PHASE II

This segment, scheduled for the second term, follows an eight-week pattern in field centres. During this phase says Huegel, candidates should begin to understand and appreciate the role of the teacher as curriculum developer, planner and manager.

"He should now become more conscious of what the teacher is trying to accomplish ... he should be cognizant of the learning materials and resources used ... he should be assuming more responsibility in the classroom setting."

"In this way he should come to realize that teaching is much more than standing in front of a class.

### PHASE III

The final stage in the field experience program consists of three weeks of fulltime teaching responsibility for teacher candidates in a prescribed setting.

The candidate should now be prepared to take over full classroom responsibility according to coordinator Huegel who sees this block period not as a test period but rather as part of the total learning experience.

Tutorials and feedback sessions continue after the field work.

Evaluation procedures are based on a reporting system consisting of a weekly checklist (submitted after Phase I) and teaching reports (co-signed by the co-operating teacher and analyzed by the advisor in Phase II and Phase III).

This procedure is designed in such a way, as to allow the candidate to identify and analyze three levels of concern in his reports. The process calls for him to look preactive considerations learning activities and learning outcomes.

The preactive consideration permits the candidate to determine what processes and curriculum decisions occur before the candidate entered the classroom setting.

The second level of concern — the

learning activities allow the teacher activities.

The last consideration — the learning outcome permits the candidate to examine not only the student's cognitive and affective growth but his own cognitive and affective development.

It is in this fashion — as observer, practitioner and critic, that the administrators of the field program feel that students will benefit most.

At the same time data gathered from the teacher candidate's field experience reports provides the employing authority with information on the type of teacher being hired.

## Phys Ed: diversified program

Physical education students who opt for the teaching track as opposed to the academic or research track in their undergraduate program go through an organized and integrated in-house and field experience program to develop their instructional skills.

Over a four-year period the students are exposed to various elements of practice teaching experience to enhance their performance.

In their first year, they take part in non-participant observations. The students look at general teaching styles and then practice specific styles in micro-teaching sessions. They have a three-hour per week classroom session at the university under the direction of Dr. Mary Jenson, together with planned observations in either a school or community setting.

### PARTICIPANTS

In their second year, student teachers under the supervision of Tony Richards, become active participants in their teaching development program.

At the university, they begin to perform in small groups where the environment is controlled. They experiment with their own styles. They also begin to build various routines which are examined and analyzed by their peers.

The field work experience consists of a minimum of 10 contract hours in an approved school or community program such as the Halifax Boys Club, the Child Development Clinic or the handicapped swim program.

This is rewarding work and many students stay on for the year with the field project for which they have contracted.

By the time the second year is over, says Dr. E. J. Welland, co-ordinator for the program, students should have sampled enough in their field experience to know whether or not they are fitted for a teaching career in physical education.

Third year students under the direction of assistant professor Dr. J. C. Lord, build

further on what they have been introduced to earlier.

In addition to a three-week practice session in the schools, student teachers do preliminary work at the university. They begin to create a teaching environment through skill acquisition in their theory and activity classes . . . they apply the knowledge they have acquired in studies of human performance and human development . . . they place heavy emphasis on building and evaluating their own teaching performance before they venture out into the schools.

The focus in fourth year under Tony Richards' supervision is on lesson planning and the principles of effective teaching. Student teachers also receive a refresher course on the instructional work introduced in their three previous years of study. In their final year students have two practice teaching sessions in the field

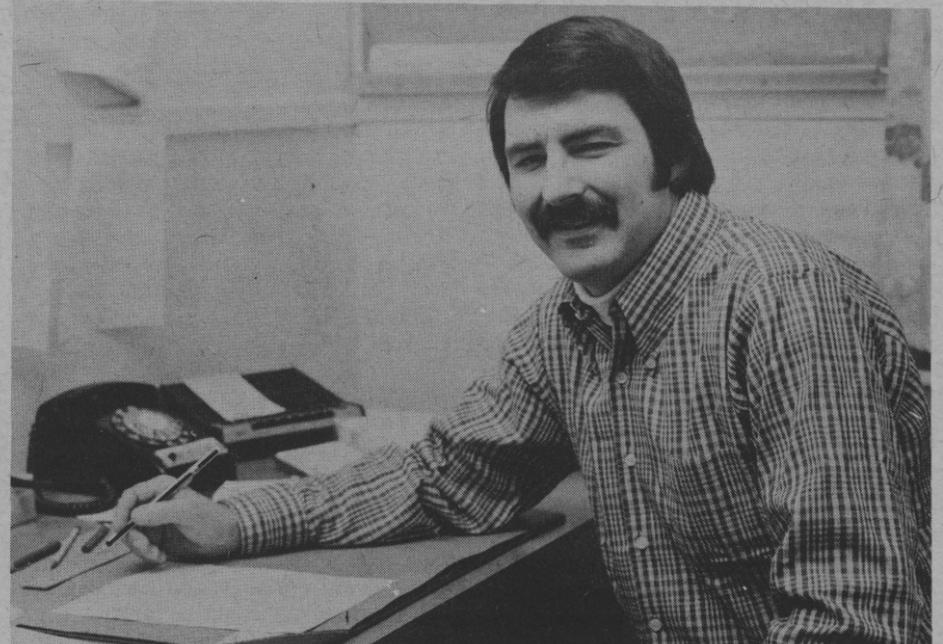
setting — one session each term.

### INTERNSHIP

As an alternative to the field experience program for fourth year students an internship program is offered in co-operation with the Nova Scotia Department of Education and the Halifax County School Board.

Student interns work one day a week in a school for the full year. Most of the settings have no gymnasium facilities. This situation demands that students be sufficiently innovative to implement programs under such conditions.

During the four years, students have team supervisors who offer not only advice and guidance but assist in the measurement and evaluation of the students performance.



DR. E. J. WELLAND

# Industry site study under way

An 18-month study of economic and other factors influencing the location of high-technology industry as they apply to the Halifax-Dartmouth area, has been started by a team of researchers under the auspices of the Government Studies Program at Dalhousie University.

Dr. Michael Kirby, director of the program, which was established at the university by a Ford Foundation grant and with provincial government support, said that the federal department of urban affairs, the Nova Scotia department of development, Dalhousie and the Ford Foundation would share the cost of the study.

Cost of the study is \$86,400, and the federal contribution is \$64,800, Nova Scotia's \$12,960, and Ford-Dalhousie's, \$8,640.

A high-technology firm is one which requires relatively highly skilled and highly paid personnel, and may be in any aspect of manufacturing, in research and development, or in a service industry.

Those on the research team are:

Dr. Robert D. Foster, of Saint Mary's University economics department, the project leader;

Dr. Roy E. George, of Dalhousie's economics and commerce departments;

Professor Tom Pinfold, of the economics department at Dalhousie; and

Dr. Andre Corbeau, Saint Mary's business administration.

The Ford Foundation granted \$225,000 to Dalhousie for the establishment of the Government Studies Program at the university in conjunction with the government of Nova Scotia late in 1972. Main purpose of the program is to provide the government with the means of obtaining independent, objective analyses of some of its medium and long-range policy problems. The current project is the first major one to be undertaken in the program.

## LITTLE KNOWN

Dr. Kirby said the project had been initiated because little was known about the factors that influenced location decisions of high-technology firms.

"If we could identify these factors, it would help in developing a government policy more precisely for the attraction of high-technology industry to Nova Scotia."

In addition, economic and qualitative factors found during the study to affect

location decisions will be matched with the attributes of the Halifax-Dartmouth area and of existing government industrial development policies.

"Alternative policies will be developed to assist the government in its efforts to attract high-technology industry. It may well be that there is more merit in the government investing in improving local social infrastructure, such as theatre, recreational facilities or an aquarium, and so improving the 'quality of life' in the metropolitan area, rather than in giving direct incentive payments to industries," Dr. Kirby added.

Over the years, he said, federal, provincial and local programs had been developed to attract and generate industrial growth in Nova Scotia. These programs had concentrated on the economic factors which influenced location decisions.

"The desirability of industrial growth in the Halifax-Dartmouth area is an accepted objective of the three levels of government and a number of government programs designed to help to achieve this objective have been implemented in the past.

"More recently it has been suggested that Nova Scotia and particularly the Halifax-Dartmouth area may possess the potential for attracting high-technology firms.

"It has also been suggested that social, cultural and environmental factors may play an important role in influencing location decisions of high-technology firms, and there has been a growing interest in developing the kind of environment and infrastructure to make the metropolitan area attractive to such firms."

An area's development benefitted from a high-technology firm for several reasons, said Dr. Kirby. For example, the companies often used or developed advanced techniques that provided a community with an employment composition of above-average income and education; they attracted a work force that usually played an active role in the area's educational, cultural and social activities; they created a positive community image that made an area attractive to other kinds of economic enterprise; and they provided employment opportunities that helped to attract and retain the area's college-educated, technically and professionally trained people.

"Another advantage is that if social, cultural and environmental infrastructure were found to be an important element in the location decisions of high-technology companies, investment by the government in this infrastructure would also benefit

the local population," said Dr. Kirby.

After completion of the first phase of the project, the detailed design of the study, four other phases each involving a number of steps will be carried out. These include the identification of locational factors — a survey of high-technology firms, assembly of data, analysis of data, and preparation of a report identifying the characteristics and their importance — analysis of the Halifax-Dartmouth area in the light of the factors determined in the previous phase, incorporating deficiencies in the area as well as some form of rating, such as a weighted index, to determine the relative attractiveness of the area to high-technology firms.

The next phase is one of general policy analysis. Once the key locational characteristics and the corresponding attributes of the metropolitan area were known, said Dr. Kirby, it would be necessary to determine which policy approaches would have the most impact in inducing desired changes in existing factors and in the development of those factors in which the area was deficient.

## HOUSING

"This aspect may involve 'indirect' rather than 'direct' policy.

The availability of executive housing, for example, may be very important, but government is not in the business of providing high income housing. Thus the relevant policies may be in such areas as municipal planning by-laws. However, any changes in such by-laws must take into account the fact that municipal development plans affect more than merely the availability of executive housing."

After the general policy analysis, and the analysis of the metropolitan area, a number of alternative proposals to enhance the attractiveness of Halifax and Dartmouth to high-technology industry will be made, and the anticipated benefits and costs of each option will be outlined.

The project will have an advisory committee which will meet the study team

## A.F. Chisholm elected to VP position

Professor Arthur F. Chisholm, director of physical plant at Dalhousie University, has been elected vice-president of the eastern region of the international Association of Physical Plant Administrators of Universities and Colleges.

The association's regional annual meeting, held in New York in January, dwelled at length on current energy problems.

Organized in 1914, the association has more than 700 members from universities and colleges in the United States, Canada, the Lebanon and Nigeria. These latter two form part of the association's eastern region, in addition to the eastern states, Ontario, Quebec and the Atlantic provinces.

Prof. Chisholm, who has been a member of the association for several years, has been a director and secretary of the eastern region in the last three years. As vice-president, he is responsible for the program of the eastern region of the association in the next year.

regularly and will be responsible for providing information available within government to the researchers. This committee will consist of representatives of three provincial agencies, the planning and economics branch and the industry operations branch of the department of development, and the Metropolitan Area Planning Commission.

Federal representation is also expected, from some or all of the following agencies: the department of industry, trade and commerce, the department of regional economic expansion, the department of urban affairs, and the Science Council of Canada. In addition membership will be extended to the private sector.



DR. SHIRES

## Dr. Shires on SCM board

Dr. David B. Shires of Dalhousie has now taken office in the Society for Computer Medicine.

Dr. Shires was elected to the board of directors at the annual meeting of the society held in Denver, Colorado.

The Society for Computer Medicine is a group of physicians, hospital administrators, computer specialists, and allied health professionals.

The society, founded in 1970, is dedicated to bringing the advance of automation and computer technology to the health care field in areas where it can help in improving hospital and medical services.

## Committee representative of university

The committee on African studies at Dalhousie came into being in 1969-70 as a result of informal discussions on the academic study of Africa at the university.

Throughout the year, the committee holds an interdisciplinary research seminar at which staff, graduate students and guests present papers.

Members of the committee include the following:

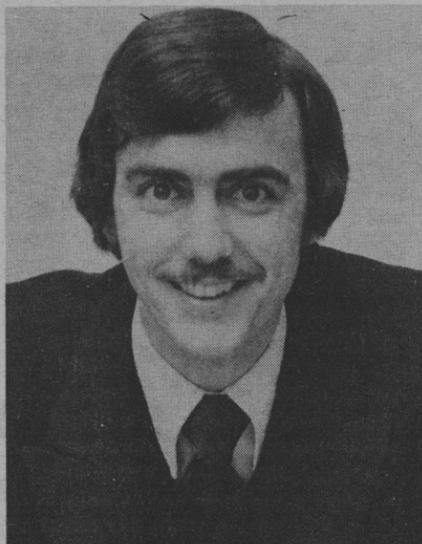
- Dr. K. Heard (Political Science and Committee Chairman)
- Dr. J.H. Barkow (Anthropology-Sociology)
- Mr. J. Butcher (Student Representative)
- Dr. J.E. Flint (History)
- Dr. Z.A. Konczacki (Economics)
- Prof. J. McNiven (Political Science)
- Dr. K. Venkatram (Research Associate)
- Prof. T. Shaw (Political Science)
- Dr. A. Sinclair (Economics)
- Dr. R. Smith (English)
- Prof. J. Sorenson (Music)
- Dr. J.B. Webster (History)

## Coldwell named to alumni post

C. E. (Ted) Coldwell of Lower Sackville has been appointed assistant director of Alumni Affairs at Dalhousie University.

Mr. Coldwell, a native of Springhill, is a graduate of Dalhousie. His duties as assistant to director Bruce G. Irwin include the editorship of the Dalhousie Alumni News, the alumni quarterly magazine with a circulation of 15,000, organizing the local alumni program, and working in conjunction with alumni groups in other areas.

Mr. Coldwell, only son of Mr. and Mrs. E. H. (Ted) Coldwell of Springhill, was educated at Springhill High School and in 1968 was awarded a Dalhousie entrance scholarship for enrolment in the Regular Officers' Training Plan. After his first year, he left the university to work and to travel across the country for two years. He returned in 1971 to complete his Bachelor of Commerce degree, graduating in the spring of last year.



TED COLDWELL