

# Dalhousie Gazette

Vol. 104

September 10, 1971

Number 1

Orientation  
—  
September  
13-19

## Dal tuition now highest in Canada

by Bruce Lantz

Dalhousie students this year are faced with a \$100 increase in tuition and residence fees, making attendance at this university the most costly in Canada.

According to Dr. Henry Hicks, Dalhousie president, these increases were the result of expanded programs and facilities, coupled with a low annual operating grant from the provincial government. The motion passed the Board of Governors July 29 with only three dissenting votes: those of student representatives Brian Smith and Bill Henderson, and Student Union general manager John Graham.

Hicks stated that the increase was largely due to the addition of the Life Sciences building and the Arts Centre to the Dal campus. The first full year's operation of the Killam Library will also be a budget strain. It is estimated that the cost of these facilities will be approximately \$30 million, 77% of which is covered by the province. Operating costs are expected to amount to \$1 1/2 million,

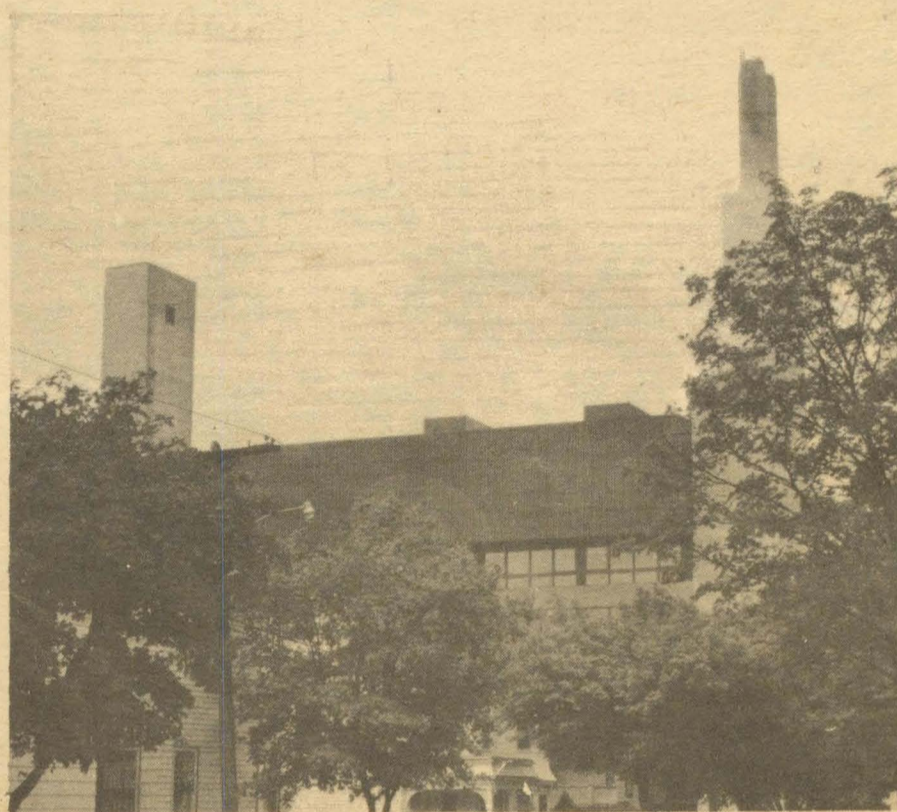
the major expenditure being fuel costs.

According to Hicks, the university budget was "drastically pared" to improve the situation. Additions to staff have been cut back, although enrollment has jumped from 6694 in 70-71 to approximately 7668 for this year. Staff salary boosts have been maintained at the usual rate, but remain substantially lower than those of other Maritime universities. (For example, salaries at the University of New Brunswick average \$1500 above those here.)

It is expected that students entering university for the first time will be hardest hit by the rise. Hicks stated that more money would be made available through the bursary program, effective at the official beginning of the academic year. The actual amount to be offered is as yet unknown. As stated by the Student Awards office the increase will only go to those judged to be most needy.

In addition to this the Student Aid office

(cont'd. on p. 2)



This is Dalhousie's new heating plant just down and away from the SUB. See our money go up in smoke. (Photo by Dorothy Wigmore)

## Student senators disagree

by Dorothy Wigmore

Student senators Andrew Cochran and Peter Harvison usually vote the same way at Senate meetings. However, they cannot entirely agree about issues concerning the Senate and their role there.

"More than anything, I'd like to see Senate reduced in size," said Harvison. "Of course under the present set-up, it's impossible. And therefore, the whole body is fairly unwieldy."

"I SEE THAT THE ONLY WAY to get anything done in this particular position, which tends to be a token gesture, is to be more useful to the individual students rather than to the university or student body as a whole," he added.

Cochran, on the other hand, is more concerned about talking to students and showing them channels through which they can get things done.

"One of the biggest roles I have in terms of a student senator, and what I want to do, is talking to people about what goes on in the Senate and in the university," he said.

He wants students to be more aware of the channels open to them through which to affect change on their own. In that case, he felt, there would not be any need for more student representatives on Senate.

Cochran felt the present three student representatives, (Student Union

President Brian Smith is the third) "are pretty strong in representing the interest of the students. When a high priority item that will affect students comes up in the Senate, they present a unanimous voice either for or against the proposal, he said.

"WE HAVE ADOPTED THE POSITION that we know as much about it as the professors, if not more," he continued, "because we are students and are more in contact with students."

Harvison confirmed that the three representatives work together as far as possible, and plan to continue this procedure.

"But," he said, "I have no hesitation in striking out on my own where I think the other people are in error."

Turning to the relevancy of Senate and their views of this governing body, there was a marked difference.

"The Senate itself is a body without much power," Harvison said. "It's a symbolic thing. The real power, of course, lies with the administration, and in particular with the Senate Council."

"I ALSO TEND TO THINK THAT THE ADMINISTRATION regards senators as a rubber stamp. I think a few of the senators, in view of our brief experiences in the past, would seem to hint that this is the approach," he added.

He cited the example of the ad-

(cont'd. on p. 12)

## The Nova Scotia youth report

by Glenn Wanamaker

The federal government's recently released Report on Youth has prompted much editorial comment in the local dailies, but there has been little textual reporting. To understand the observations and recommendations in the proper light, the report must be read. This is indeed the hope of the researchers.

The GAZETTE presents some comments from the federal report, in addition to a reduced version of the Nova Scotia report to the federal committee. Next week, there will be an analysis of the federal study as a whole as well as an interview with Don Trivett, one of the two Nova Scotian researchers.

The Committee on Youth was commissioned in 1969 by The Secretary of State Department as an independent

research body to report on the "aspirations, attitudes and needs of youth and the government's present role in this area."

Over 10,000 people participated in the making of this report, which cost about \$500,000. In each province, there were research teams; in Nova Scotia, two men were responsible for compiling the provincial report.

Don F. L. Trivett, Anglican chaplain at Dalhousie University, and Marvin Burke, Director of the Nova Scotia Alcoholism and Drug Research Foundation, met with about 2,500 people.

Twenty-nine percent of the population of Nova Scotia is between the ages of 14 and 24; 40% is under the age of 25.

A GAZETTE SPECIAL:  
Report on Youth  
pages 7-10

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## COMPARISON OF TOTAL FEE CHARGES 1970-71 AND 1971-72

	1971-72 Session				
	1970-71 Total	University Fee*	Student Union Fee Incl. Year Book	Society Fee	Total
<b>ARTS AND SCIENCE</b> This includes Commerce, Education, Engineering and Music Education King's students	615.00	679.50	40.00	.50	720.00
<b>LAW</b>	640.00	700.00	40.00	5.00	745.00
<b>MEDICINE</b> 1st, 2nd, 3rd and 4th years 5th year	715.00 425.00	770.50 514.75	40.00 5.25	4.50	815.00 520.00
<b>DENTISTRY</b> D.D.S. Dental Hygiene	732.00 615.00	775.00 679.50	40.00 40.00	20.00 .50	835.00 720.00
<b>HEALTH PROFESSIONS</b> Nursing: all courses except 2nd year Outpost Nursing Second year: Outpost Nursing Pharmacy Physical Education Physiotherapy	615.00 563.00 615.00 615.00 615.00	678.00 678.00 679.50 679.50 679.50	40.00	2.00 2.00 .50 .50 .50	720.00 680.00 720.00 720.00 720.00
<b>GRADUATE STUDIES</b> Standard Fee One semester only: M.L.S. degree All other qualifying students Clinical Psychology: final year Single Class	613.00 305.00 85.00 200.00 115.00	675.00 340.00 50.00 235.00 145.00**	40.00 40.00 40.00	10.00 10.00 10.00	725.00 390.00 100.00 235.00 150.00
*Fee increase based on \$100.00 above 1970-71		1/3 credit class \$50.00 for degree (or less)			
**including registration fee		1 credit class \$60.00 for audit			
1/2 credit class \$75.00 for degree		1/2 credit class or less \$35.00 for audit			

## Tuition fees

(cont'd. from p. 1)

has released information that the processing of student loans is behind schedule once more. Due to an increase of 1500 applications over last year, the present completion target date is October 31.

This situation may also create problems for foreign students. Notice of the fee hike was not put in the mails until the first week of July. Unlike Canadians, foreign students are not eligible for student loans and may not receive bursaries in their first year.

Brian Smith, Student Union president, stated in an interview with the Gazette that a \$200 hike was originally considered. The amount was lowered to \$150 and after meetings with Dr. Hicks and the Minister of Education, Peter Nicholson, to the final \$100.

Smith's opinion is that the increase was necessary but a \$70. rise "would be reasonable". "The need for the new buildings is a dubious one but whether it was right or wrong, the buildings are built." He feels that should such proposals come up in the future, the Council representatives on the Board of Governors "could have a loud voice, if they do their homework."

The fee raise for the 1971-72 academic year is the first since 1965-66. At that time tuition was increased some \$50. due to a drop in provincial grants.

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Enquiry Desk in the SUB at 424-2140  
Don MacDougall in Room 310, SUB at 424-2288

# Smith and Campbell agree:

# Students' Council not effective

by Dorothy Wigmore

The Student Council is not effective or relevant to many Dal students, say Student Union President, Brian Smith, and treasurer, Ian Campbell.

The big difficulty seems to be keeping council informed and on top of everything the executive is doing. Both executive members find it impossible to let councillors know everything they are doing.

"This is why I think the executive and Council are always at odds with one another," said Campbell. The executive makes recommendations to council, based on all the background information they have, and council, as a governing body, has to decide whether to accept or reject it, he explained.

"They don't know enough to really make a good decision," Campbell added.

One part of the problem is that Council takes office at the same time in March as the executive does, explained Smith. After one or two meetings, they relinquish their power for the summer to either the executive or the Union executive. When they come back in September, they are out of touch with what has happened during the summer.

"There are a few different types of systems," Smith said, "that are in operation at some universities, where the executive takes office there's an overlap of executives, and when the executives change, there's an overlap of councils. There's another system which invests the authority and power of the Union in the Executive, period, and having the Council as more of an advisory board than a governing board."

The Student Union budget

provides one example of how the executive is more informed



Brian Smith, Student Union President.

than the Council, said Campbell. Usually many uninformed questions are asked of each budget before the whole budget

is passed. One solution may be tabling the budget for one week. This would give councillors a chance to question the organizations involved, as well as the treasurer, he explained.

Course unions were suggested as alternatives to make council more effective. "I'm in favour of course unions," said Smith.

"If there's something we can do to become involved in formation or assistance in formation of them, then we'll do it. We have enough councillors who are interested in the course unions. I don't know how informative it would be as a two-way communication thing though."

Campbell agreed with Smith. He was involved in an economics course union in his

second year, but discovered that they could not achieve much because of apathy. "That apathy runs rampant throughout the entire community," commented Smith. He tries to combat this though.

"I have a policy of having people who work with me that I send out as feelers to areas of concern and try to find out what effect a policy will have."

"That's really going back down the ladder to get the lower rung involved with the upper rung," he continued. "There should be some kind of meeting of the middle rung."

This might be achieved if more students and councillors came out to Council meetings, he felt. The meetings are open to all Dalhousie students. They

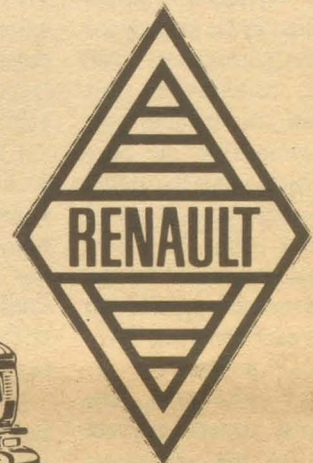
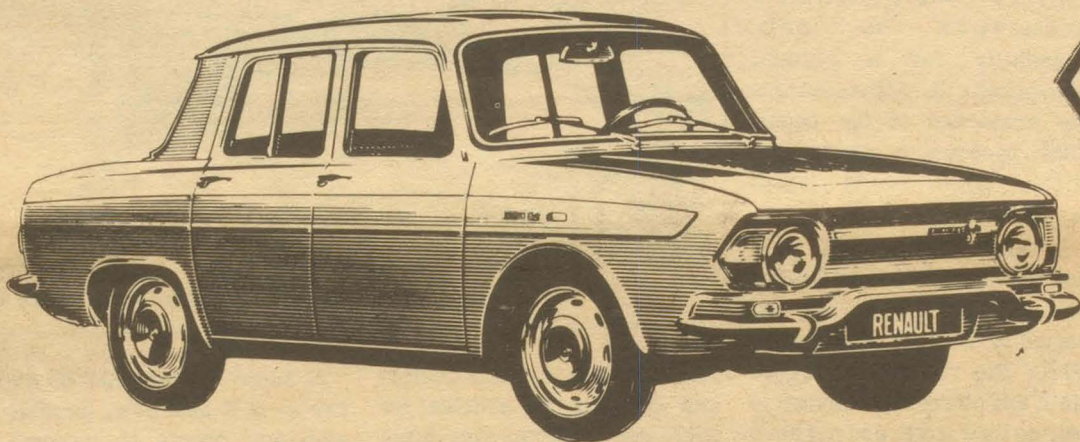


Ian Campbell, Student Union treasurer. (Photo by Dorothy Wigmore)

can come and speak, "provided they maintain some semblance of order," he added. "That's the

(cont'd. on p. 6)

# RENAULT 10



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## Plans, ideas for this year

# We want internal democracy

by Dorothy Wigmore

**RIGID STRUCTURES ARE TYPICAL** of the society we live in. Roles are defined and must be adhered to, in both the social and business worlds.

Newspapers are no exception to this rule. In the "professional" press, there is a hierarchical, authoritarian order. Responsibility and authority run up from the copy boy in the newsroom to the various editors to the publisher.

This results in a mechanical writing process. Events are covered, stories written and handed to the appropriate editor. The story is not seen again until the paper comes out. Reporters and layout staff have little or no say in the content and form of the paper.

John Porter explained the results in *The Vertical Mosaic*. "No major newspaper is owned and controlled by its employees and working journalists... The ideological orientation that results from the existing pattern of ownership is conservative, supporting the status quo over a wide range of social and economic policy."

This is also explained by the fact that advertising pays for up to 85% of production costs for a "professional" paper.

**STUDENT PAPERS, ON THE OTHER HAND,** are not tied down to the structures prevalent in the professional press. They are funded by student unions, and some advertising. Their existence is thus guaranteed.

They are then free to experiment with new structures, creative writing and layout, and new ideas.

The student press is starting to discover new structures, different writing and layout styles, and often presents and discusses ideas not dealt with in the professional press.

New structures often result from one simple fact. The people who work on a campus newspaper are students. They are not, usually, professional journalists or layout experts.

**A NEW WORK STYLE MUST BE FOUND** which allows the staff to learn some journalistic

techniques, while producing a good paper. Time factors must be taken into account.

The new work style which many papers are experimenting with is getting rid of the hierarchical authority-ridden structures of the "pro" press. Weekly staff meetings are held. Everyone has a chance to voice their story, ideas and to make complaints about past or future efforts. This is all an attempt to run the paper on a co-operative, democratic level.

At the *GAZETTE*, this was our biggest achievement last year. And we want to continue it this year.

However, several problems present themselves. The hardest one to deal with is the fact that new people expect some kind of hierarchical structure. They want to know who the editor is, who the news and assistant editors are, who does layout and who proof-reads copy.

**THIS AUTHORITY STRUCTURE IS BAD,** especially for a student newspaper. It depersonalizes the production of the paper. Copy becomes a mechanical effort. Layout is for layout experts only.

It also means that participation and the work load is limited. The editors are expected to do most of the work, while the reporters, layout staff, and others are expected to only do their work, and not have any say in the operation or content of the paper.

Since we are all students, and are not professional workers, a division of labour is necessary. It means that people do what they can and want to do. They work together, helping each other when necessary. Roles are not explicitly defined, for experimentation brings new life to the paper.

Out of necessity, and a desire to democratize our paper, we worked in a relatively collective or co-operative way last year. Copy was read by everyone who was around. Comments about the style, approach, and content were made by anyone who

wanted to do so. New ideas were tossed around and usually appreciated by the writer.

On layout night, the same people who wrote usually worked out where copy would be placed. Generally, they worked together. Questions were always asked of others around and suggestions accepted. Everyone who was working saw and checked all the layout sheets when they were done.

**BUT, MORE THAN THIS, DEMOCRACY PREVAILED,**

paper.

1. Service — what's going on on campus, clubs, frats, traditional news on Council, etc., Dal people doing their thing elsewhere, lots of sports and social events. Like a newsletter.

2. Educational — somewhat wider scope, student problems generally and their relation to the outside world, housing, education, the student and the university and society, anything else that people think is important to people.

purpose, a letters to the editor column will be continued. We will also accept articles written by anyone, provided they are willing to go over them with staff members, and have their inclusion in the issue approved.

This may sound elitist, but in practice, articles are rarely refused. If the author drops a story off to the office, and does not come back to find out about it, or if the article is so horrendously written that a lot of re-writing is required, it will likely not be published.



An interior view of the *GAZETTE* office — before we start working.

to a certain extent over content and selection of articles for each issue. Unfortunately, often only one or two people would come up with all the story ideas. But through the year, this changed, as the staff became aware of issues and events around the university.

Those of us who worked on the paper last year would like to see this collective, democratic approach at work this year. It will be difficult, because a collective or democracy does not exist simply because those who want it say it's there.

After the advantages of working together have been shown by older staff, mainly through example, new writers will hopefully understand the need for our approach. They will not be forced into anything. In general, people will be able to do what they want to do.

**ANOTHER PROBLEM ANY PAPER FACES** is the decision about its purpose. This is the most important basis for any newspaper. A consensus of opinion should be arrived at democratically, and remain relatively consistent throughout the year. Only through reaching a collective idea of our objective will the paper be able to achieve any purpose and still produce good work.

A former editor once listed three possible purposes for the

3. Some combination of the two — is it desirable, possible with any degree of success? what balance?

We would like to see the *GAZETTE* follow the third path if possible. Since we are funded by students, we owe you a service. However, as the Canadian University Press Statement of Principles says, we should also act as agents of social change.

The balance would have to be determined by staff, in accordance with the democratic principles we want to adhere to, or attempt to reach.

Right now, the old staff wants to do lots of local features, including off-campus events or problems. This would be mixed with the needed or desired service coverage.

**MOST OF THE NEWS WE PRINT** is one week or more old. News reporting, except on special events, and important organizations (when they do something that affects or should interest readers) is therefore often useless.

This means that we could assume more of a magazine format, with lots of comment, and researched features dealing with every aspect of student life, here and in the community.

Comment should come from outside people too. For this

If there is something we feel we cannot agree with — a comment piece — it could go in the letters column. That will have to be worked out by the staff and contributors, after we have some practice.

**IF WE ARE TO PROVIDE A SERVICE,** we need information. As previously mentioned, we are all students and often do not have the time to go around to everyone, each week, finding out what their organization or club is doing. We have to put out a paper and live at the same time.

For this reason, we hope to establish contacts in each department and active organization on campus. Hopefully this can be extended off campus, so that community organizations can let students know about their activities.

For this to function, though, we need co-operation. Complaints about an event not being covered or mentioned will, after a time, be treated the same way. If you thought it was interesting, and important, why didn't you let us know? This should not happen often, if contacts are made.

**ANYONE WHO WANTS TO BE A CONTACT** only has to come to the office or give us a call when something is going on in their department or (cont'd. on p. 6)

## The Dalhousie Gazette

**CANADA'S OLDEST  
COLLEGE NEWSPAPER**

The Dalhousie *GAZETTE*, a member of Canadian University Press, is the weekly publication of the Dalhousie Student Union. The views expressed in the paper are not necessarily those of the Student Union or the university administration.

Editor: Dorothy Wigmore 424-2507  
Advertising Manager: Jim Tesoriere  
General Calls: 424-2350  
Room 334 — Student Union Bldg.

**New format this year**

# Orientation an Oz trip

by Dorothy Wigmore

**THE WIZARD OF OZ**, Dorothy, the tinman, the strawman and the cowardly lion, accompanied by the dog Toto were made a legend by the film "The Wizard of Oz," starring Judy Garland.

These characters, and others from the story, will be on the Dalhousie campus from September 14-19, as part of the orientation program this year.

The characters, in full

students are expected to attend "Wind Up" in the Rebecca Cohn auditorium of the Arts Centre.

From 8-9 p.m., they will listen to speeches from university personalities, including university president, Dr. Henry Hicks, and student Union President, Brian Smith.

Afterwards, they will be treated to a concert by the Dublin Corporation, led by Peter Law. This Irish group was very popular during their ap-

pearance last year. After the concert, a band party will be held in the SUB. Returning students will be able to attend the concert for \$2, if there are seats available.

**TO ENSURE NEW STUDENTS** become acquainted with the campus and surrounding community, a scavenger hunt called "Search for the Wizard" is being held from 10 a.m. to 6 p.m. Thursday. This new event will take students all over the campus, picking up objects here and there or finding out what some sign on the fourth door from the elevator on the fifth floor of the library says.

The team which completes the course first correctly may be awarded a prize, according to orientation business manager, Mike Bowser.

After exhausting themselves searching for signs and objects, the students can attend "The Dance of the Munchkins." Peter Law and "Turnpike" will provide the music. Returning students will have to pay \$2 to get in.

The annual Shinerama campaign to collect money for Cystic Fibrosis will be held on Friday, this year. From 10 a.m. to 5 p.m., first year students will be out on Halifax streets shining shoes for the cause.

That night, they will be entertained in the SUB by the "Muddled Munchkins Milage," a combination dance, beer festival and Jazz 'n' Suds program. "Bad Angus" will entertain the dancers, while "Black Powder" will look after the boozers, and the James

Davis Quintet will provide music in the SUB's Green Room. Dance admittance will be \$2.50 for those without first year cards.

The Titanic Tigers Trial at 2 p.m. Saturday will see the Dalhousie Football team take on the Royal Military College team from Kingston, Ontario.

In the evening, those who still have some energy left can dance at the Emerald Ball from 9 'til 2 a.m. to the music of Peter Law and the Dublin Corporation.

**THE PROGRAM THEN SHIFTS** to Mount Saint Vincent University in Rockingham on Sunday. The Mount and Dal orientation committees have combined forces to present an open air concert with the Ragweed Players. It begins at 1 p.m.

A corn boil supper, called the

"Witches Brew" and a "Welcome to Oz" square dance will finish the orientation program. Returning students will have to pay \$2 to get into the supper and dance.

Students will have to find their own way out to the Mount, but Dal will provide transportation back at 9 p.m.

Beanies and tags will be presented to all students who purchase the first year card. They will not be forced to wear them, according to Bowser.

"The Student Union frowns on hazing," he explained.

There will be no hassling of first-year students in the university orientation program, although the residences may contravene this policy. Their programs are separate from the university's and usually are harder on the new students.



The Dublin Corporation, principle entertainers during Orientation week.

regalia, will attend all orientation events. During registration, they will be assisted by guides wearing top hats. Both groups will help first year students from one stop to the next along the Yellow Brick Road. The guides will also provide campus tours after the new students have registered on Tuesday and Wednesday.

The first year students, or "munchkins" as they will be known, will be able to attend events based around the children's story. If they buy a \$7 card, that is.

The card gives them free entrance to all events, except for the Emerald Ball. If first year students go together, they will be able to get in using both their cards. If someone else goes with the student, he or she will have to pay an additional \$2.50.

**THE EVENTS INCLUDE** movies, dances, a concert with the Dublin Corporation, a scavenger hunt, a football game, and corn boil supper.

Kansas Kartoons, actually a full-length feature with some shorties, will be the first event on Tuesday. They will be shown in the McInnis Room of the Student Union Building (SUB) from 7 - 11 p.m.

After registration and campus tours the next day, the

appearances last year. After the concert, a band party will be

DALHOUSIE — M.S.U. ORIENTATION '71 — OZ REVISITED SEPTEMBER 14-19			
DATE	TIME	EVENT	EVENT NAME
Tuesday 14	9 a.m. - 5 p.m.	Registration Campus Tours	Kansas Kartoons (to be held at Scotia Square Cinema)
	7 p.m. - 11 p.m.	Movies	
	11:30 p.m. - 3 a.m.	"Wizard of Oz" Movie	
Wednesday 15	9 a.m. - 5 p.m.	Registration Campus Tours	Wind Up  Fall Out
	8 p.m. - 9 p.m.	Speeches	
	9 p.m. - 11 p.m.	Concert, Dublin Corporation	
Thursday 16	10 a.m. - 6 p.m.	Scavenger Hunt Dublin Corp.	Search for the Wizard Dance of the Munchkins
	9 p.m. - 1 a.m.	Turnpike	
Friday 17	10 a.m. - 5 p.m.	Shinerama	Muddled Munchkins Milage
	9 p.m. - 2 a.m.	Sub & Suds Black Angus Black Powder	
Saturday 18	2 p.m. - 5 p.m.	R.M.C. vs Dalhousie	Titanic Tigers Trial  Emerald Palace Ball
	9 p.m. - 2 a.m.	Sub Operations (semi-formal) Dublin Corp.	
Sunday 19	1 p.m. - 4 p.m.	Open Air Concert	Cowardly Cats Concert Witches Brew Welcome to Oz
	4 p.m. - 6 p.m.	Supper	
	6 p.m. - 9 p.m.	Square Dance	

# Gazette wants democratic structures

(cont'd. from p. 4)

organization. If they want to write about it, fine. If they want us to do the writing, we'll try our best.

Anyone who has ideas about features or stories should see us. The more response we get, the easier it is for us to respond to the needs and wishes of students here.

At this point, it should be mentioned that anyone who wants to write or do something on the paper only has to come to the office. We're on the third floor of the SUB, room 334. Someone is in most of the time.

These are a few things we will be trying to do this year — both internally and in the paper. First of all, we will be holding workshops from September 13-17 for all those interested in working on the paper.

Help will be available throughout the year for those who want it. We have some pamphlets on various aspects of newspaper work. They will give people an idea of where to start.

Weekly staff meetings are held on Mondays. Copy for the next issue, and mistakes we made in the last one are discussed. Any other problems or comments are usually made then.

We will also try to make the democratic approach work. It will require a lot of forgetting about authoritarian structures

on the part of those who haven't worked on student newspapers. It will also require co-operation and a willingness to try new things.

**ON TO CONTENT, AND SOME OF THE IDEAS** we've had about regular columns, organizations to be covered, and special features.

For sports freaks, we will try to have regular sports writers and contacts to help us out. Co-

column. One of the biggest problems any student faces is food. Ordinarily, the food we can afford costs little and provides the same amount of nourishment. Cheap kinds of health foods will be discussed and recipes given.

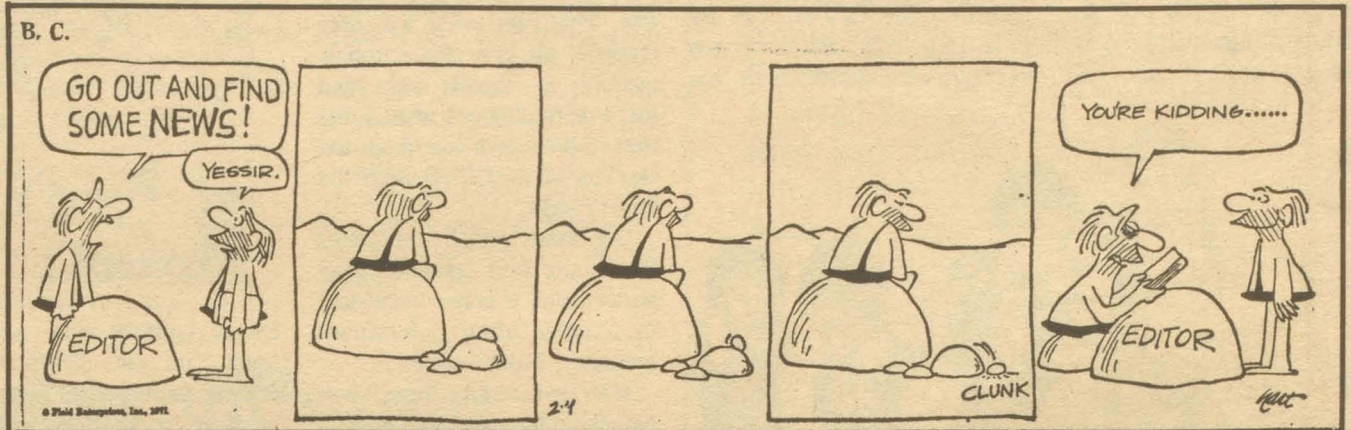
Student Council did not receive very much treatment last year. It was mostly a matter of no one wanting to do it. This year, a reporter will

why nothing is going on. Senate and Board of Governors activities will be covered. Investigations of student participation on campus, and in the community, will also be presented.

**SPECIAL FEATURES ON COMMUNITY SERVICES** in the Metro area will appear every two or three weeks. Such organizations as the Blind Rights Action Movement

covered when possible. We also hope to occasionally cover City Council and the legislature. The up-coming civic election will be covered in detail, as most students are eligible to vote.

Features on university life, education, gay liberation, women, drugs, student activities in other universities, music and social issues will hopefully appear throughout the



operation in this field will be greatly appreciated.

Cultural pages appeared in most issues last year. This year, we are enlarging the page to a supplement, coming out every two, three or four weeks, as demand and story possibilities dictate. Anyone who wants to submit poetry, photographs, short stories, or anything else they think will be useful is welcome to do so.

We hope to have a health food

cover Council. Anything important and interesting that comes out of the meetings, or decisions, will be written up. If nothing is done, no story is warranted, unless we discover

(BRAM), The Halifax Welfare Rights Committee, the Help Line and Reach-out Tutoring will be discussed. Any actions they take, particularly those affecting students, will be

year. From these suggestions and plans, we hope to build a good newspaper. One that will be a service and serve an educational role on campus.

## Student Council ineffective

(cont'd. from p. 3)

ideal system but how the hell do you get people into it? They just sit back and say there's nothing they can do. But there is."

The two executive members agreed that student government, in its present form, is "only relevant to those who take some kind of interest or are involved or are affected by it." Smith cited the example of the graduates and professional schools, who have wanted to get out of the Union for two or three years.

He then mentioned how he, as Student Union President, had helped two Law students out of a jam in their faculty. This, he said, should help Law students realize the Union can be of use to them.

They also hoped that Council would not get bogged down in petty arguments, as they have in previous years. "Everyone has an axe to grind," said Campbell.

Councillors are supposed to go to their society meetings and get some idea of what the students they represent want, explained Smith. He hopes they will do that this year.

Smith himself also keeps in contact with students by eating meals in the residences. There, he talks to residence council members, and anyone else who has problems.

To reach a larger segment of the student population, Smith hopes to hold meetings in both residences and in the McInnes Room of the Student Union Building.

"In other words," he said, "if we can't get the people to us, we're going to go to the people."

Plans for this year include the issues of parking tenure, and grants. "We've had some negotiations through the summer with people in the parking business," Smith explained. "I hope we'll have something concrete by the time we leave office."

"Something else I feel we have to get into, for what good it will do, I don't know," he continued, "but we have to express our view strongly on tenure."

"It's something I really disagree with. We have so many stale people teaching us at this university, that the only reason they are here is because they

have tenure." Business and academics don't mix, he feels. "Business people should be running the university and academics should be educating," he said. There should be a mix, on a small scale, he added.

Campbell would like to see most of the money for grants stay within the university. "It's the students' money, he feels. "It's kind of hard when someone from a campus organization comes in, asks for money, and I have to say no," he explained.

"I feel that one of the greatest things we can give to anybody is either bodies or facilities," Smith added. A concert for the Pakistani Relief Fund, held in the McInnes Room this summer gave them more money than the Student Union could have afforded," he explained.

The Student Union will also try to respond to specific wishes of the students this year. Examples cited were involvement in the upcoming civic election or fighting something that does not represent the students' views or gives them a bad deal.

"That's what we're here for," Smith said. "And I'll use any reasonable means."

He has already put up one fight. It was against the tuition and residence fees increase.

"I feel that it was only the Student Union that managed to get that (increase of \$100 instead of \$150) rather than the university," he concluded.

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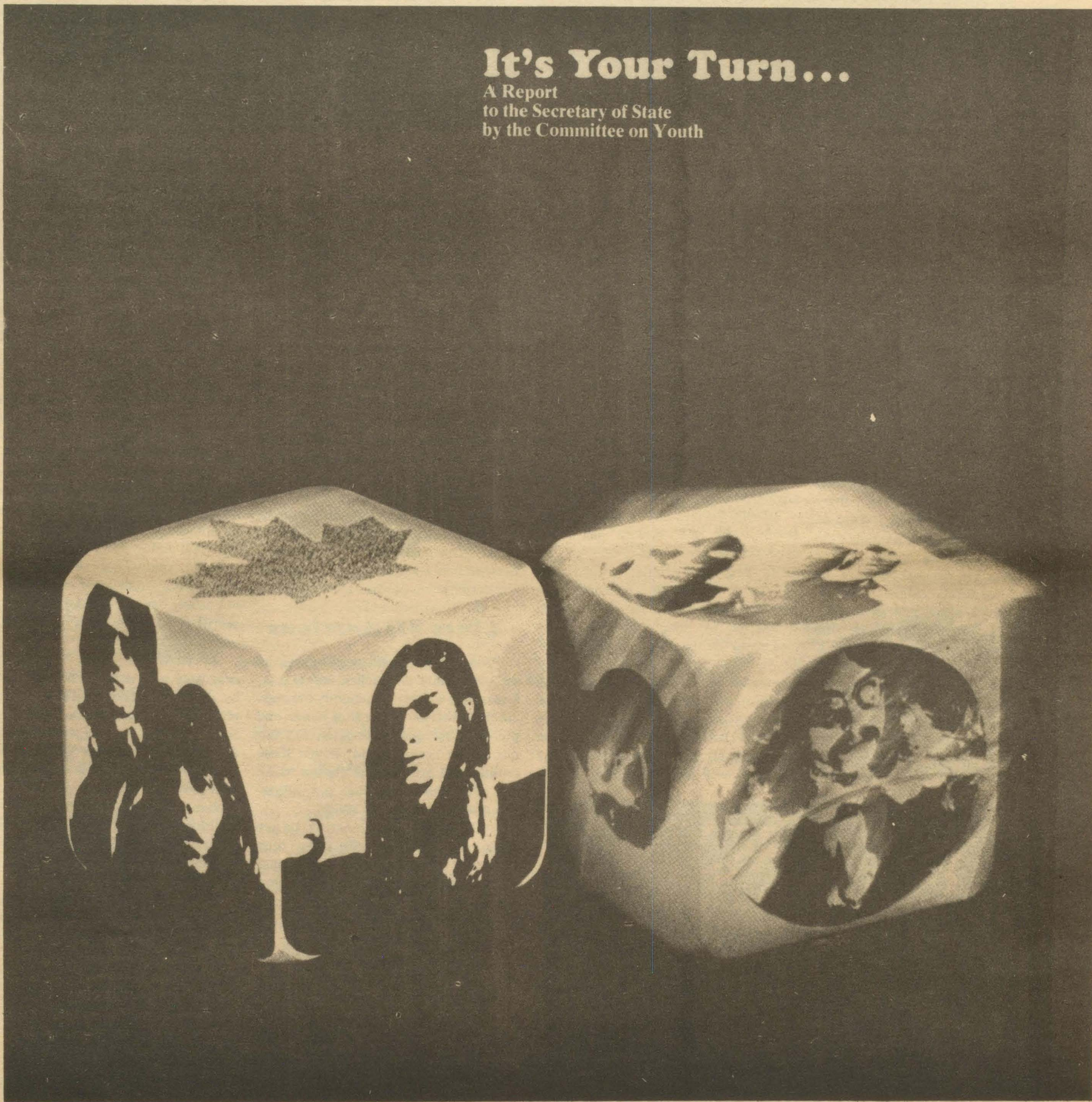
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# A Dalhousie Gazette Special Report on

**It's Your Turn...**

A Report  
to the Secretary of State  
by the Committee on Youth



## **Nova Scotia youth**

compiled by

Glenn Wanamaker

# Where do you fit?

The federal report, entitled "It's Your Turn," says that putting youth in a class by itself is a "pointless exercise, since this age group exhibits all the heterogeneity of any other age group.

"Young people perceive themselves as a distinct group, not on the basis of age, but on the basis of the commonality of their situation and attitudes."

The purpose of the report is to demonstrate that youth dissatisfactions and attitudes are not a function of age, but are a forecast of larger societal changes. The

major objective must be to deal with their criticism in terms of the whole society.

"To treat their convictions as a 'youth problem' and respond only by the formulation of a 'youth policy' or a 'youth department' would be to further isolate and frustrate youth by precluding their efforts to affect and alter the whole of our rapidly changing society.

"Youth perceive social institutions differently from adults; this difference in perception is one of kind rather than degree. For example, youth question traditional

family patterns while experimenting with other communal relationships such as co-operatives or communes.

"Young people in Canada," the report explained, "show every indication of joining the great refusal taking place throughout the world. Their confidence in the existing order is being undermined on two fronts; not only are they forced intellectually to challenge many of the values inherent in our society, but also the traditional motives or incentives for participation in the 'system' are increasingly unavailable."

## Family Unit in decline

"The young people seen by the team represented the first generation of Canadians totally socialized by means in addition to, or other than, the family. While it is generally accepted that a highly industrialized community begins to take over various developmental processes from the family, nevertheless the family has been left with at least three basic responsibilities; procreation, primary maturation and socialization.

"It is in the area of maturation and socialization that the team feels there has been a role loss by the family and theretofore the development of a more than usual abnormal growth pattern on the part of the young people. As well, families themselves are on the receiving end of pressures brought to bear by changing societal values, rapidly developing technologies and, as a result, an overwhelming preoccupation with problems of work, economics and life style has occurred.

All of these have affected the nature of the interpersonal relationship between young and old in families and between peer members of those families."

In Sydney, youths complained that there was nothing to get involved in and

that they had "no sense of belonging" to which the adults responded "go to school" and "prove your maturity".

Another young person told the team of how his parents flipped out when he told them he was on drugs. He subsequently left home and lived with other drug users.

"This confusion on the part of the parents may well denote a basic fault in our societal lines of communication in that there seems to be very little direct or meaningful feed of information and support to parents in those areas where they require assistance in order to function effectively. Family life education seems to be non-existent."

Despite the lack of understanding between youth and parents, the study revealed that one person in five did "get along" with their parents. Family break-ups due to separation or divorce also served to undermine some of the youth.

One of the major problem areas concerned the "business" of the parents. In one hearing, "a relatively secure young girl of sixteen whose family is solidly middle class and fairly involved in the community, stated, I know my Mom and Dad love me but they're both so busy with all their committees that I don't feel as if there's anything left for

me after they've finished the day..."

"Traditions play a very important role in family life in Nova Scotia. Traditionally conservative and close — many groups (ethnic) have found the rapidity of change to be a major force in the decomposition of family life and strengths.

"Specifically significant is the breakdown in the structure of Acadian families. Historically, the family and the church were the matrix of the cultural heritage. There has been an observed obvious decline in the influence of both family and church upon the preservation of that heritage."

Socialization and assimilation (in Halifax and Dartmouth the rate of assimilation is 70% and 65% respectively) by the mass media and the surrounding non-Acadian community have widened the rift between parents and children.

## Class distinctions

"Any family is influenced as well by the community in which it is located... One moves within a community amongst carefully defined systems of power and prestige. Our communities have a life nearly two centuries old. Within these realities are pressures of change which are influential in enabling new options and eroding former life styles.

"While allegedly creating better educational options, at the same time busing to school erodes community identity for many youth. Therefore, there appears to exist side by side a rural, inhibited, stratified, and highly traditional community.

"Amongst adults in Nova Scotia — growing restiveness and forces for a changing life style. Amongst youth — more and more get values not from church, home or state but from the world."

In smaller centres, students from different high schools cannot get together as a group because school principals and parents won't allow it. The report observed that parents still behave in a very authoritarian manner, but some youth felt dependent on their parents for guidance.

"Class distinctions exist between the have and the have-nots. In Truro it was evident, as it is in Halifax, the blacks were assigned a stereo-typed role by the communities' attitude... Acadian people have a high rate of school drop-outs in males, as do blacks because they have few options to participate in the wider community."

In small communities where one industry controlled the bulk of its

economic life, there was frustration as to how to make any changes. "Young people in Liverpool were deeply concerned with pollution — as are young in Boat Harbour. But whereas the population of Liverpool is about 3,700 and 900 adults are employed by the pulp mill, they were powerless and frustrated in knowing how to make changes to improve the quality of life."

Adults also seemed unwilling to become involved in working with youth. They would become involved in handicraft or sports programs but they were apprehensive when it came to helping out in Drop-in centres. "Adults appear generally paternalistic and unwilling to give responsibility to youth, to see them as persons or trust their resources. In Kentville and Sydney, shouting sessions between youth and adults occurred. There were outstanding exceptions but not nearly enough to meet the constant search of youth for adult understanding and friendship."

Recreational and socializing programs were also found to be lacking by the team. There was duplication of effort between such groups as the Y, Boy Scouts, Girl Guides, 4-H, and Red Cross, as well as smallness of funds and "strictures placed by the expectation of adult advisory boards."

Some organizations were totally institutionalized and were under adult supervision allowing no opportunity for the people to get really involved in any project or activity.

"The team found a considerable lack of maturity in youth in the area of social awareness. Most had little knowledge of community institutions and how to use them to work for change. School and community programmes seem to disallow development of such maturity and for the minority who attempted involvement they were neither heard, accepted or if accepted reinforced."

The desire for travel was universal in youth, and there were suggestions for youth housing to make up for the lack of home environment. "Workers in the Nova Scotia Mental Hospital, and young patients themselves felt this to be a high priority need."

Most of the Acadian are of fishing families, says the report, and they earn less than the British descendants. The economic opportunities are almost nil; there are few organizations of any sort; adult participation is very low, and there is just a lack of involvement socially as a class.

There are only three youth associations at work — one each in Pubnico, Church Point and Petit de Gras.



Tomorrow's guerrillas?

Macpherson, the Toronto Daily Star



## Schools archaic and militaristic

The team found that all parts of the province agreed on what is wrong with the educational system and what is needed.

1. The need for uniformity in all the school systems in Canada was stressed. This understanding could be due to the greater amount of shifting of families and youth in the country.

2. The quality of teachers was unequal, i.e. some teachers were teaching without the proper qualifications because there was an apparent shortage in some areas.

"In Bridgewater the team experienced some difficulty in encouraging youth to express themselves. When they did, they revealed the fact the community was governed by competition based on family feuds extending back half a century. One girl said: 'This community sticks together like gravel'."

3. Youth wanted more relevance in the curriculum because they feel that education "was very related to a mass production of students and that there was very little creativity or relevance to reality in the curriculum."

4. Students desire more choices "for the development by the student of an individuality. They felt the courses ought to be more consistent with the real total life situation."

5. More community-oriented courses instead of the "historical and totally incomplete" civics course were often mentioned. "They said they had 'little or no idea of how this country is run'."

6. "Most students said they preferred monthly tests to examinations and some options which would allow for self-pacing within the system."

7. Vocational or technical options were desired instead of just the option of university.

8. There was questioning of the actual worth of a degree in terms of emotional satisfaction as well as economic rewards.

9. "There was a desire to share in the decision-making re the development of creative curricula. Students felt they should be on school boards; that student councils should have more than token authority."

10. More and better funding for post-secondary, not necessarily free education, was requested. The 4-H clubs recommended that student loans not be paid back in full but at about 70%.

"In general, students described schools as militaristic and authoritarian. Teaching methods were felt to be archaic and boring."

La Fédération Francophone de la Nouvelle-Ecosse says, "Argyle and Clare, the only two Acadian municipalities in Nova Scotia, have the highest drop-out average in N.S. (30% retention, 70% drop-out for boys in high school; 43% retention for girls measured

"Seventy-five percent of the youth interviewed wanted to leave their towns as soon as possible because of a desire to seek better work options; to see other things; or out of frustration. There seemed to be little hope for an adult — youth coalition for development."

over five years)." In Canada, one out of 16 Acadians goes or went to university; one out of eight are British.

"The school system is conceived to assimilate the Acadian. It's English after the first grade. Though presently a bilingual community college is being erected, the whole system must become French at an early age if French assimilation is to be reversed."

"Apart from these statements," says the study, "the school system is the same as the rest of the province. 'The person is killed as an individual'."

## Cultural stimulus badly lacking

"Our communities present little cultural stimulus and little atmosphere of the enrichment that dissipates apathy and develops self-awareness and self-worth..."

"4-H felt deprived in their cultural growth by lack of sensitive adult leadership. Adults were so caught up in their values and opinions, they were unable to hear the questions of youth."

A desire for cultural stimulus and a better way of life — challenge and responsibility — was noted by the researchers. Blacks wanted "to be seen as people, not just blacks." They were "tired of the dole."

The church was found to be decaying and in need of reform. Some are totally removed from the church because for some — "The Almighty dollar has replaced the Almighty God."

La Fédération Francophone says, "The Acadian is often called a linguistic and cultural bastard. He is not at ease in either English or French, speaking his village patois." Among the reasons they give are isolation, the effects of the media (there is no French daily newspaper), the declining influence of the family unit and the church.

## Canada Manpower is useless

"The team discovered a sense of futility, frustration, powerlessness and lack of information amongst youth in the matter of long-range vocational expectations."

Dissatisfaction was expressed by some young adults that they were trained in trades in which they had no hope for employment. "High school and university students wanted summer jobs. No jobs were available without experience and training. No experience could arise without jobs."

Many people in Kentville suggested the view that the federal government might support a program of farm rehabilitation, which some groups of youth showed interest in. Manpower, the federal employment agency, came under severe attack. Generally, "they are useless." There were many cases of Manpower misplacing files, and they did not appear to carry files for blind or handicapped youth.

## Nothing to do!

"The largest group activity for youth throughout the province revolved around weekend dances, street hang-outs, drop-ins, and cars... Facilities available were generally underused, under-developed and inaccessible except under tightly

structured arrangements. Traditional youth programmes such as Guides, CGIT were defined by 4-H as boring and lacking in goals and leadership. Youth wanted more travel options... and more hostels on national basis."

For the Acadians, the church used to be the only place for leisure, but again this is changing. However, there are few places to go. "There are no socializing activities apart from Saturday night dances. Youth lack even pool halls except in Cheticamp where there exists a community centre."

## 30% don't know their M.P.

"The political environment of Nova Scotia is highly traditional and small 'c' conservative and political parties, like many of the old families, remain the mainstay of many a small community." Many felt that politics was "much doubletalk," and some of those in the rural areas thought that the vote was a "hoax".

The lack of any study of political parties and processes in school was also blamed for their disinterest in politics. "Young people felt that their opportunity for social action was limited, that all levels of government allowed very little youth involvement and 'that the big bad papa bear was the worst of all'."

This lack of knowledge of politics was confirmed by the fact that about 30% of those responding could say correctly who their MP or MLA was. The researchers say, "There is no doubt that involvement in the political process and education for understanding the community and its functions is a prerequisite to an effective and involved citizenry."

About the Acadians, the report says, "They are not politically inclined," and in Cheticamp that they had little idea of what goes on in the Legislature.

## Legally naive and uninformed

"Under 'politics' it was indicated that Nova Scotian youth was generally conservative. Legally they are naive and uninformed." Those with long hair and "the accompanying dress" were sometimes harangued. Youths have no awareness of the Bill of Rights and their human and legal rights.

"Youth everywhere were suspicious of the police... and felt there were two kinds of law, depending on social status... In Liverpool youth were angry about the alleged unorthodox and illegal methods used by the RCMP to expose and arrest youth in possession of drugs."

## Mental health

"It is quite evident that young people are struggling to free themselves from a malaise that has gripped all of society; however, because they are young and therefore must still pass through the ages and stages of maturation, there is a compounding of the possible impact of this struggle. While still searching for an identity — a somewhat normal process in the teens, many young people must also labour under the pressure of doubts regarding the trust they may place in their families and other adults... The result is a society of young people who, like the person who suffers a manic depression, has very little self-worth or esteem and tends to withdrawal and suicidal behaviour."

"What is required? 'Well,' as one youth said, 'I want love. I want to belong.' There was also a need for communication with adults or a peer group."

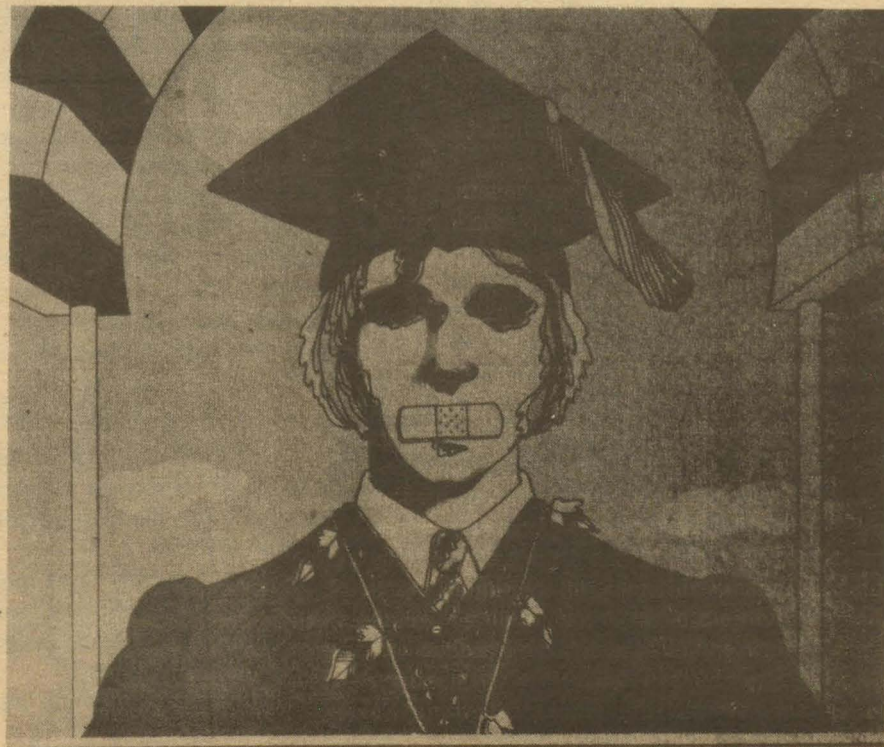
## Minority groups have few options

"Blacks generally refused to talk to the team because it was pointless in their view... There were no social or economic options. This environment and the at-

"University students showed some awareness that they were in an academic ghetto cut off from social realities of poverty, change, and political issues. While expressing social concern, they generally articulate these in discussions of abstract political theory."

titude of the community towards them reinforced their feeling of low self-worth, apathy and inability to organize for change."

Indians showed total dependency on Indian Affairs and were totally conditioned to their role as second-class citizens.



# N. S. REPORT ON YOUTH

## Recommendations

1. — A national program of family education should be developed to enable parents to cope with changes that are taking place in society and placing strain on family life style.

"In Sydney in the summer of 1969, sixty students applied for jobs. Jobs were found for 35 by students organizing a 'Dial-a-student' programme where they went from door to door."

2. — There is a need for physical accommodation for youth who have faced crises as a result of family breakdown and inadequate parenting.

3. — There is a growing movement toward the formation of citizens' groups. There is the beginning of groups formed by youth to deal with issues that are relevant to young people. We recommend:

a) that such groups become eligible under the terms of the Canada Assistance Plan or through the Citizenship Branch of the Secretary of State's office and that the funding be direct to the groups;

b) that citizen groups of adults be motivated to include in their ranks a high percentage of young people if there is relevance.

"In Halifax a dropout filed with Manpower. The Institute of Oceanography wanted to hire him and had to phone three times for his file. It was only found when a senior staff person of the Institute threatened to personally call for the papers."

4. — The government should examine the possibility of establishing a universal leadership training program.

5. — The team recommends the creation of social animation and human relations programs for young people to be trained in the development of personal growth and self-awareness and the understanding of community structure and function as well as the processes of politics and change.

6. — Long-term travel programs should be set up so that youth can become familiar with other parts of Canada.

7. — Communities should be encouraged to allow youth to accept positions of responsibility in volunteer service.

8. — Education needs broadening. It must not be seen merely as a methodology for reinforcing standards of

"The majority of youth interviewed felt adults willing to work with youth were few and far between. The team was continuously impressed at how few adults appeared for the Hearings (generally no more than one-tenth of the attendance). In Sydney, we found one provincial youth worker covering the whole of Cape Breton: one adult trying with his family to help four groups with a total of 300 youth, and in Halifax a drop-in centre became the core of serious contention because of a lack of adult supervision."

the past, but as a socializer for the present and the future.

8. — (a) Education needs broadening. It must not be seen merely as a methodology for reinforcing standards of the past, but as a socializer for the present and the future.

(b) School options — perhaps a modified version of the 'free school' — must be created for the large number of young people who cannot, or will not, cope with the demands made of them by the system.

(c) Some method of establishing uniformity in Canadian education must be found.

(d) If teaching is to improve, more radicalism and humaneness must occur.

"If greater trust and respect for law and order, an essential touchstone of democratic society, is to be developed, more must be done to help youth understand their legal rights and the principles of jurisprudence that can create a just society. This will involve better police selection and training and greater understanding of the youth sub-culture."

(e) Better arrangements for support of students seeking post-secondary education is required. Student loans may require that a certain percentage of a loan need not be repaid and the remainder be repaid at a fixed interest rate.

(f) More French language education must occur for Acadians.

9. — The federal government should consider the support of the establishment of a national program of youth hostels in an increasing number of public parks.

10. — More opportunity for participation in the creative arts must be allowed. This is an essential requirement, especially in rural Nova Scotia.

11. — Manpower services for young people must be re-organized. The total approach is dehumanizing and highly ineffective.

"In the Metro area, we wrote letters to 500 youth who were school drop-outs for '68-69, '69-70. These young people left school for a variety of reasons. We invited them to a Hearing. What was significant, in our view, was that over 100 letters were returned 'address unknown'. The implications are uncertain but it would appear there is a high degree of transience amongst these young people. Those who did appear were bright, intelligent, hostile to social institutions and sometimes manifesting psychological problems. There appears to be no agency to assist in their development."

12. — A National Committee on leisure should be formed to provide information and leadership for the development of leisure-time activities.

13. — Political parties must make a conscious and active effort to involve youth as youth in the political process if they are to become relevant.

14. — The Nova Scotia Youth Agency



"WHERE DO YOU FIT?"

has need for greater expanded resources and should be given grants in aid of demonstration programs.

15. — Basic to establishing all of the above recommendations is the creation of a white paper on Canadian youth to be presented to the nation.

16. — Probably the most important issue to consider is the manner in which the federal government may attempt to implement any, or all, recommendations... For too long now govern-

ment policies affecting the health and welfare of people have been for the most part fragmented. It is quite conceivable

that certain government officials may find various recommendations more politically expedient or more of a 'motherhood' issue. The research team strongly recommends that in any attempt to formulate policies for and about young people, that such policies take the 'whole being' into consideration and not 'provide the recipe without the pot'.

# Tragedy, absurdity

by Dr. James Harding  
(from The Varsity)

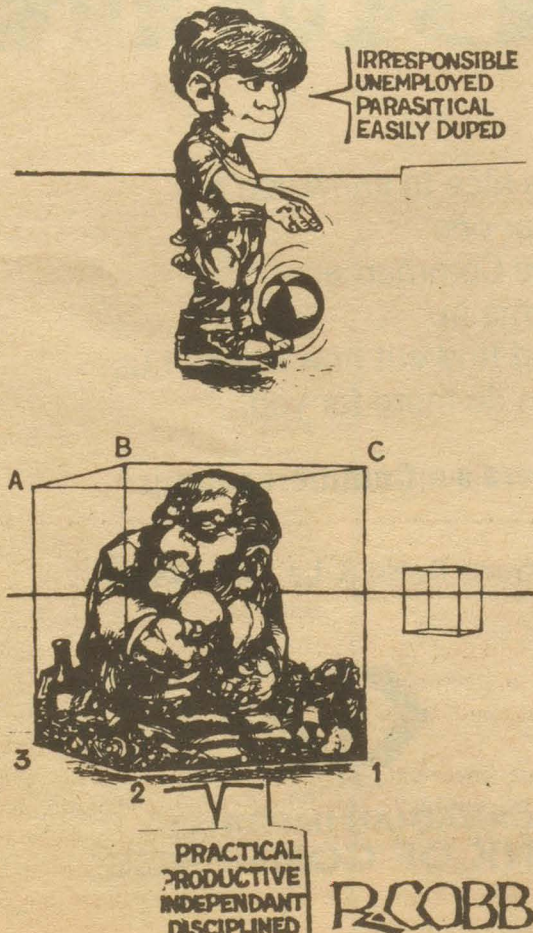
When a teacher acts in a traditional authoritarian way (e.g. giving standard assignments, essay topics and exams; scheduling "course content"; making rigid deadlines; pre-determining texts, etc.), he or she is creating a milieu having the main effect of stereotyping the behavior and experience of students (and teachers). And the stereotyping of human experience is one of the most effective means of controlling human behaviour, and of establishing a viable authoritarian scheme.

In an authoritarian setting meaning does not come from individualized experience, since such experience is abolished. Individual acts (not to be confused with the ideology of "individualism") and encounters among those acting upon each other are required for ideas to develop. Words and ideas are not the same. Words are needed to communicate ideas, but words can also be conditioned and uttered in such a way that no ideas are communicated. Thus with the destruction of individualized acts goes the destruction of ideas.

It is becoming common for conditioning terminology, extrapolated from behavioristic psychology, to be used to justify authoritarian education. This contradicts some of the actual findings about the effects of rewards and punishments on learning; but, being rationalizations, anything goes. Behaviorism is useful to authoritarian education since it ignores human experience, and the relation of much behaviour to the meaning of experience in a social situation. Appearances and observables are the basis of behaviorist theory building, and consequences are evaluated within this narrow-view of humans.

The tragedy is the tautology in the situation. Authoritarian environments (stereotyped seating, centralized technology, etc.) and authoritarian teaching create a behavioristic student who behaves so as to fit into the behavioristic models used to rationalize such approaches. However, a tautology is not an adequate description or explanation of behaviour. Experimentation is required to understand how means and consequences are related; and how alternative means have different consequences. Such experimentation with authoritarian conditions is not possible, by definition of the use of authoritarian means and reliance on authoritarian motives for learning. Experimentation would subvert the very system.

Words are learned. Ideas are destroyed. Persons become objects, and any experience that conflicts with this process is either dissociated, or turned inward as self-hatred. The word "love" will still be used. But the frightened eyes — which rarely meet — are the reality of authoritarianism in the classroom.

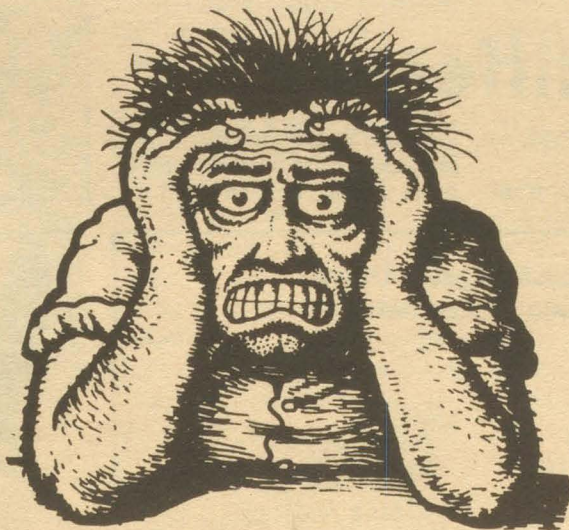


# and joy in the classroom

## REPRESSIVE TOLERANCE

For every authoritarian in our society, there are several good liberals. In the corporate society, authority is not used in a blatant way (unless it is challenged, that is). To keep people consuming, competing and sufficiently mobile to fill new and changing corporate slots, there must be freedoms from blatant authority.

These are the liberal freedoms associated with the period of free competition and private enterprise (combined as "free enterprise" to serve an ideological function in early capitalism). They are freedoms from the appearance of direct uses of authority. They are not freedoms to act creatively so as to evolve new social relationships within which new human experience, behaviour and meaning can occur. Liberal freedoms function to integrate the corporate institutions that have grown out of the productive and marketing systems of state (or neo) capitalism.



These liberal freedoms are exposed as repressive tolerance once the reality of arbitrary and undemocratic decision-making is recognized. And repressive tolerance (liberal freedoms) in the classroom are becoming the fad as education is expropriated for corporate purposes. With the corporatization (not communization or socialization) of education comes a new form of authoritarianism.

Indirect and subtle uses of undemocratic authority are deceptive. In such a setting, say a tutorial, both teacher and student can come to believe that they are in dialogue, that they are equals as people, and that a new and revolutionary kind of learning is occurring. And these myths are viable as long as students and teachers perceive what happens solely in terms of appearances. Lectures are minimized or sometimes abolished. Opinion is tolerated. Tangents on "subject matter" are even encouraged. "Free at last. Free at last."

But what are the forces acting on both teachers and students? The administrative bureaucracy goes on. It becomes more rationalized and autonomous each day. The calendar, the curricula, the departmentalization, the hierarchy and ranking, become more and more sophisticated. The bureaucracy becomes more and more unrelated, and in contradiction to the autonomy of both academics and students. The criteria of the bureaucracy, which abstracts and reduces the quality and meaning of experience into quantity, becomes more and more a replica of corporate organization and management.

The tolerance involved does not reflect greater autonomy of student and teacher to learn experimentally. It is a snow job. Instead of "you have to do it, or else," you get "it's in your best interest." More common now is "we're all in this together" which results from the co-management tactics used to cloak arbitrary controls over education. No matter what form the repressive tolerance takes, the underlying authoritarian reality remains. It is not that greater freedom exists to do things. It is rather that teachers have become more fully integrated into the bureaucratic forms — they are more bureaucrat than educator in most cases — and thus no meaningful education to contrast sharply with the bureaucratic perversion of learning exists. A good teacher is

restricted as much by a co-management institution with its repressive tolerance, as by a more traditionally authoritarian one. The grading bureaucracy shows the absurdity of repressive tolerance more than anything.

For those (whether teacher or student) with institutionalized and role identities, human encounter is often perceived as terror. The sexual dynamics that can begin to flower within repressive tolerance frighten many. "Education" is thus stereotyped as absolutely different than "therapy," and the avoidance of human encounter is rationalized.

Most teachers don't have the skills or concepts to even begin to help students (or themselves) make sense out of this process. Their heads have been conditioned to specialized languages which exclude an understanding of classroom experience and behaviour. They themselves are split: their training and roles keep their minds abstracted from the realities (including their own experience) in the classroom. Often they "put down" any behaviour that contradicts their own world-view. They are probably not even aware of their world-view. If so, they are rotten teachers.

Those teachers that don't regress may naively go on acting within the precepts of liberal freedom. They may believe that no institution affects them, or that the effect is unimportant for their teaching. In fact, their relationship with students, whatever its form, is dependent on the bureaucratic organization of rooms and courses, and the grading system, will enter into it at some point. This is not unimportant since it reflects the lack of control over approaches, content and methods of evaluation in the class.

## REVOLUTION AND JOY IN THE CLASSROOM

When a student is realizing the absurdity of grades, he or she often has nothing with which to replace motivation based on authoritarian learning. And it is common for students caught in this ambiguity to begin to go through the motions (turning in papers) without any involvement whatsoever. Some believe that they are "having their cake and eating it too"! But it's not their cake. When this happens, it is necessary to challenge students with intellectual values; to challenge the student to engage in learning outside of the bureaucratic norms.



This does not mean dropping out. The bureaucracy is viable as long as those who recognize its absurdity simply drop out. What is necessary is the creation of counter values — intellectual ones to counter bureaucratic ones — in the midst of the university. Otherwise the institution is not challenged. Again this comes down to one's commitments. A commitment to learning, and to obtaining the freedom and control required is a commitment to changing the institution.

"Individualism" is what stands in the way of developing these real commitments. Because they have to students can often continue functioning —

# Tragedy, joy in classroom

(cont'd. from p. 11)

going through the motions — even after they have seen through the rhetoric of the bureaucracy.

"Individualism" must also be challenged intellectually. And this is not easy task. People must come to realize the "individualism" fails to describe human behaviour and experience, whether one analyzes language, ideology, or whatever, to show this. Individualism is what complements the repressive tolerances of the corporate society for freedoms from are what individualism emphasizes. Freedoms to do things require people acting communally — on the basis of common needs that present institutions don't fulfill. A communal commitment is required for intellectual work to be done.

The bureaucrats (whether

academic or administrative) won't like the nurturing of intellectual values in education. In institutions where totalitarian democracy reigns (you accept the corporate institution and are allowed to make decisions that don't conflict with its control), creative research is subversive. In institutions based on rhetoric, ideas are subversive. When students and teachers begin to develop understanding and meaning from the acts associated with words, and a skepticism of the meaning authority attaches to words develops, the institution is no longer secure. Education, if it works, is simply subversive.

That is why there must be a willingness by those engaged in learning to make the transition from intellectual work to political activity. This does not mean a mechanical teaching of a political ideology in the

classroom, or a mechanical advocacy of political action. It is easy for those with verbal intelligence to replace one set of symbols with another. Elitist beliefs can be replaced with democratic ones in a classroom without there being any implication for behaviour.

It is the teacher's commitment to nurture critical, methodic intelligence, and a comparative understanding of ideas, as a basis for the student's creative inquiry that is vital. This process will itself create values counter to the bureaucracy, and, if passion exists in one's study, conflict with the bureaucratic institution is inevitable. And we must not forget that the meaning of words used by a teacher will result from the acts students associate with them. In the final analysis, a teacher teaches by the way he or she lives.

# Senators' views different

(cont'd. from p. 1)

ministration planning for two summer schools, before the decision had been made in Senate.

Cochran feels the Senate is relevant and important to students.

"I'd say that virtually everything the Senate does in some way or other affects the students," he said. "By the very nature of the terms of reference of the Senate it is relevant," he added.

"There's a hell of a role for students involved in the Senate," he continued. The Senate committees also provide a good place for students to become involved, Cochran explained, "for that's where the guts of the thing are."

**PLANS FOR THIS YEAR DIFFER AGAIN** between the two senators. Harvison wants to settle the question of control of the campus police force. It may not be an issue immediately, he said, "but as past examples show the problem can flare into some ugly and unfortunate incidents." He suggested one solution might be setting up a non-partisan body to control the force.

He also wants to see the student senators acting as intermediates in academic disputes between a student and his/her professor. Some work has already been done in this area, he explained.

"I think this could be the inauguration of a more useful function for the student senator," he added.

Cochran wants to see the Senate open up more to students. "Inherent in this," he said, "is the responsibility of the students to be responsive to that situation."

He cited examples from past years where student senators had not attended meetings, as one example of students not accepting responsibility.

Personally, he plans to get to every meeting he can.

For those students who want

to attend Senate meetings, they are held on the first Monday of every month, he concluded.

## Dalhousie Student Union Council Members 1971-1972

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### Vice-President

Jim Hearn

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Susan Smith

Liz Ness

Pete Wedlake

Bill McCarten

### Science

Joan Christie

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Bob Mohn

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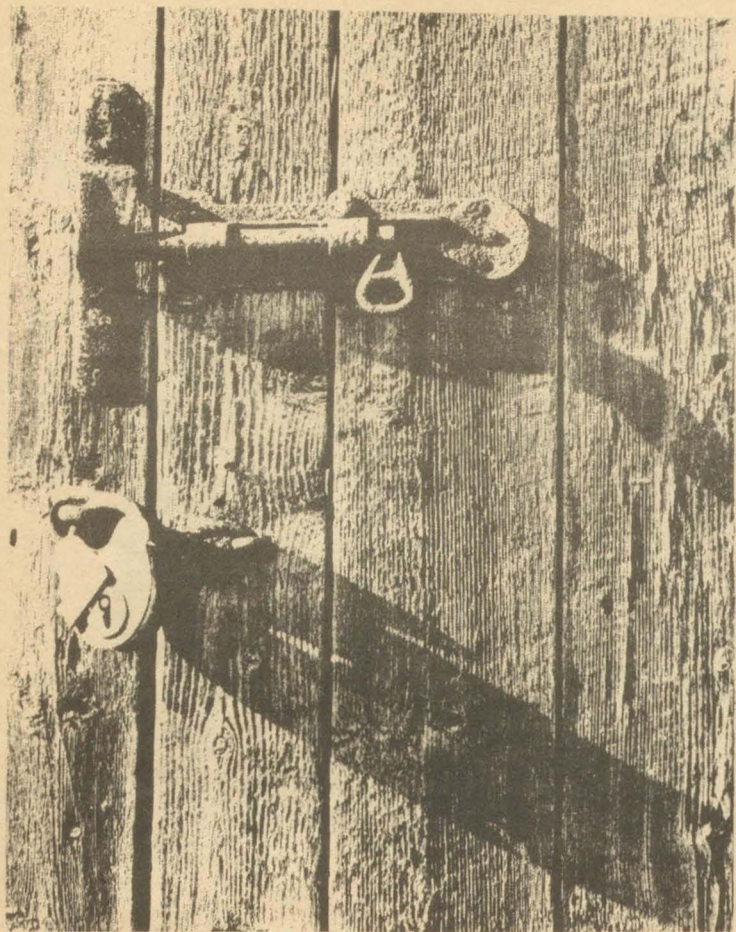
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Dr. Wayne Booth, English professor at the University of Chicago, reports that one of his best freshman students announced he would no longer read books — because reading a book meant losing his mental freedom to the subjugating will of its author.

“There is an alternative to classification and that is exploration.”

Marshall McLuhan

### List of Book Titles

- How Children Fail
- The Illusions of Progress
- A Bibliography of Ukranian Folklore in Canada, 1902-64
- Marihuana Reconsidered
- The Mineral Resources of the Sea
- Walden; or Life in the Woods
- Many-Valued Logic
- The Letters of James Joyce
- Future Shock
- Vitamin C and the Common Cold
- Self-Determination and History in the Third World
- The Pentagon Papers
- Deterioration and Preservation of Library Materials
- Quantitative Analysis of Financial Decisions
- The Pill Versus the Springhill Mine Disaster
- Experience and Being: Prolegomena to a Future Ontology
- The Return of Tarzan

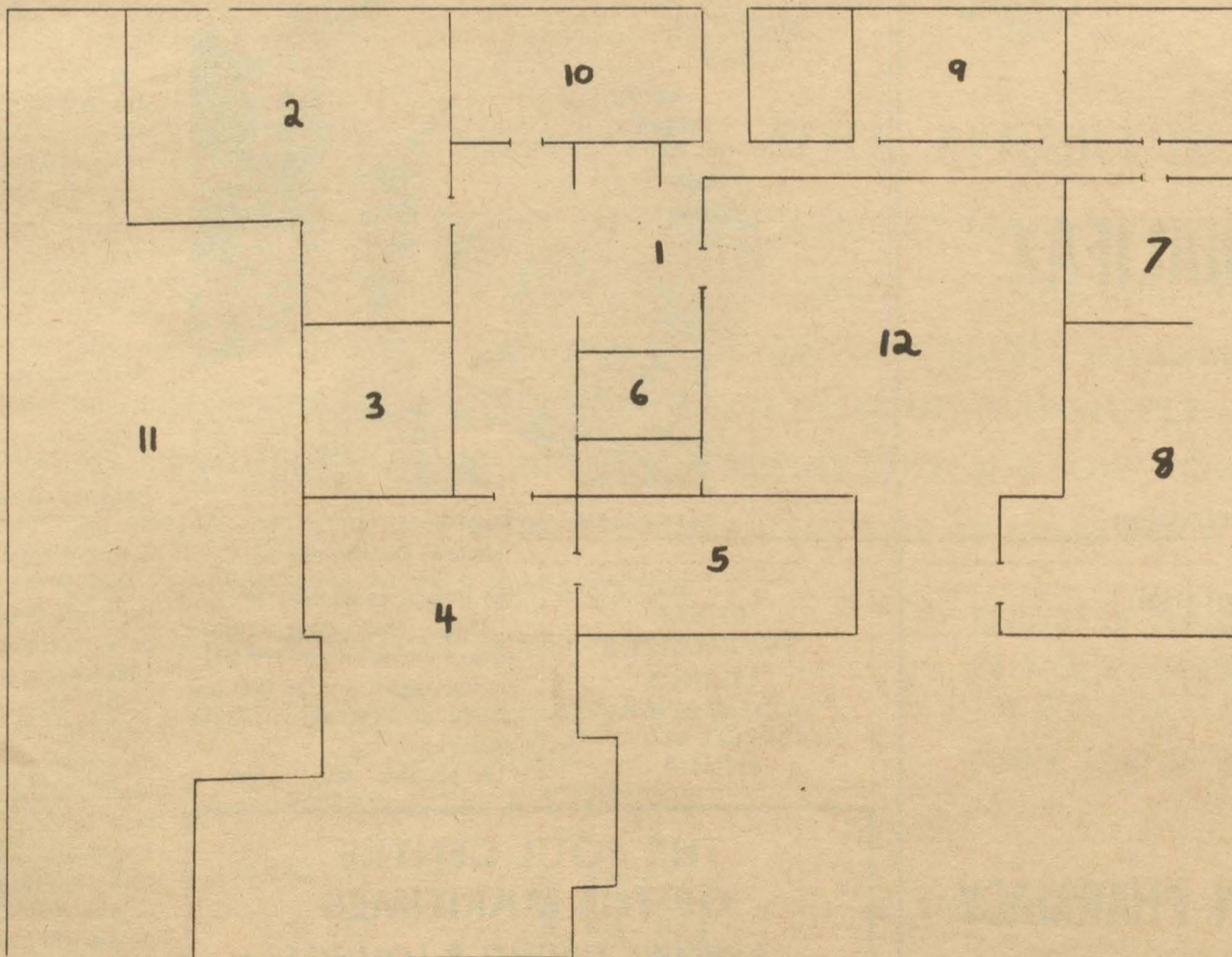
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- 12. Central Court

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## Film Society plans ambitious

# Solid cultural programs coming

by Steve Mills

Culture means growing by learning, by contemplating from different angles the ideas that make your world, through different eyes, through other minds. Culture is art, music, dance, and film.

At Dalhousie this year, a solid program of professional performers and performances, will be presented explained campus cultural co-ordinator, John Crompton.

"At this stage, everything is set," Crompton commented. He explained that a pamphlet will be released in mid-September listing all events in detail. He went on to say "University News will be running a special on culture and we hope to have a huge calendar listing events for Orientation."

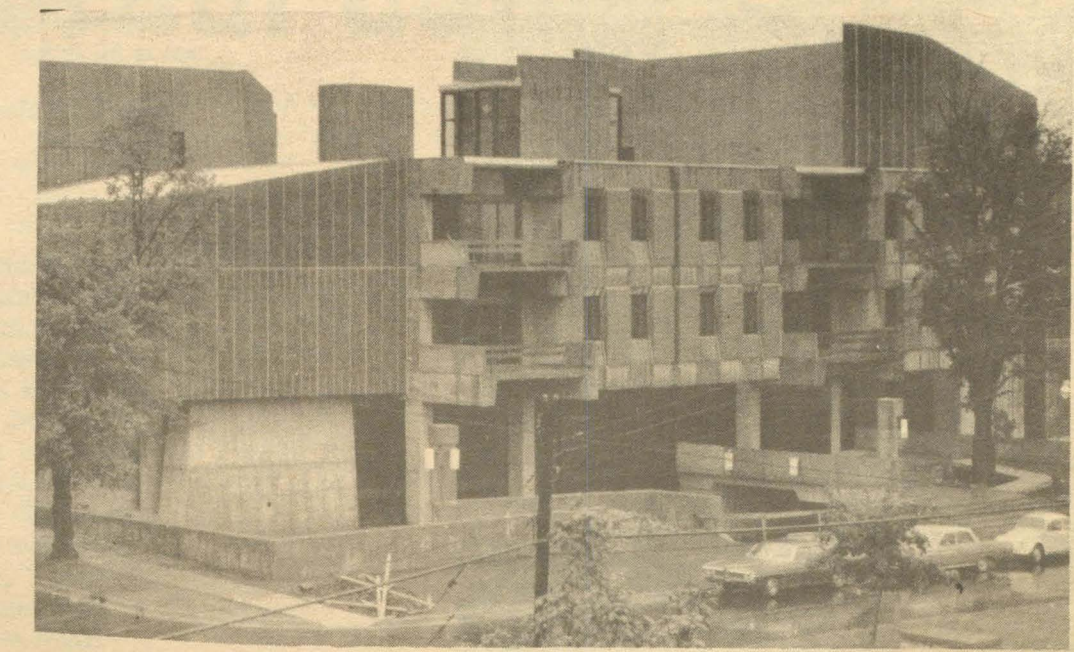
Crompton dug through his remarkably neat files and produced two listings — one showing events planned for the Rebecca Cohn Auditorium, another the Dal Film Society's program for the year. He then gave an informative running

commentary on both.

Some of the more interesting programs at the Arts Center in 71-72 are a contemporary dance festival featuring the Contemporary Dancers and the Toronto Dance Theatre ("The best in Canada" according to Crompton), two productions by the Dalhousie Opera Workshop whose previous production surprised many with its professional approach and execution, several Atlantic Symphony appearances, the Black Theatre of Prague, the Open Theatre, as well as solo performances by William Read, Maureen Forrester and others.

"Prices will vary," said Crompton, "but will be similar to last year. Students will pay half-price to all events except Maureen Forrester, which is a benefit."

Crompton went on to explain the Film Society's program which he called "its most ambitious to date." Films from the world over will be presented. Program highlights are Fellini's "Juliet of the Spirits",



The new Dalhousie Arts Centre

photo by Dorothy Wigmore

"Fireman's Ball" and "Closely Watched Trains," both highly acclaimed Czech efforts, and "Don Quixote" from Russia.

Four of the flicks are in 35 mm and will be screened at the Oxford Theatre.

Membership will be \$5 for

students and \$8 for non-students, an increase over previous seasons, but, for eighteen pictures, still a bargain.

Crompton concluded by mentioning art shows, DMDS

productions, council events, etc. but offered no details. He seemed quite enthused about the whole enterprise.

Culturally, at least, Dal people can look forward to an exciting and profitable year.

## Dal Radio changes to new format

by Dorothy Wigmore

Dal Radio, the student campus radio station, plans to

change its format this year from mostly music to more information and public affairs

programming, says director Ray Pierce.

During the first two or three weeks of September, he explained, the station will be trying out special program-

ming. It is basically a continuation of the "August Experiment", which presented different shows throughout the day, and special features and information programs during

public affairs programming, using one to two minute tapes with comments and interview highlights. Pierce said that about fifteen would be made on one subject, so they could be played any time throughout a show.

Another new feature this year will be weekly schedules. They will be available in the coloured triangles set up around campus, and in the Gazette.

During Orientation, there will be a remote set-up at Mount Saint Vincent University and in the SUB Green Room. Five reporters will be at different locations around campus to give details of line-ups or registration procedure to the broadcaster on duty. The station is also attempting to use the football field loudspeakers during the week.

Outside the station itself, in the fourth floor lobby there will be a reception area for those interested in seeing or working at the station. Room 424 will be cubicled off for each radio department. In the hallway leading to the station there will be a Dal Radio photo gallery. The studios will be open all day with staff to show interested people around the office. New people will also be able to sign up for anything they are interested doing in radio.

Workshops on all the facets of radio are planned for late September. "It's an effort to get away from having to compete with all other organizations on campus," Pierce explained.

## AROUND HALIFAX

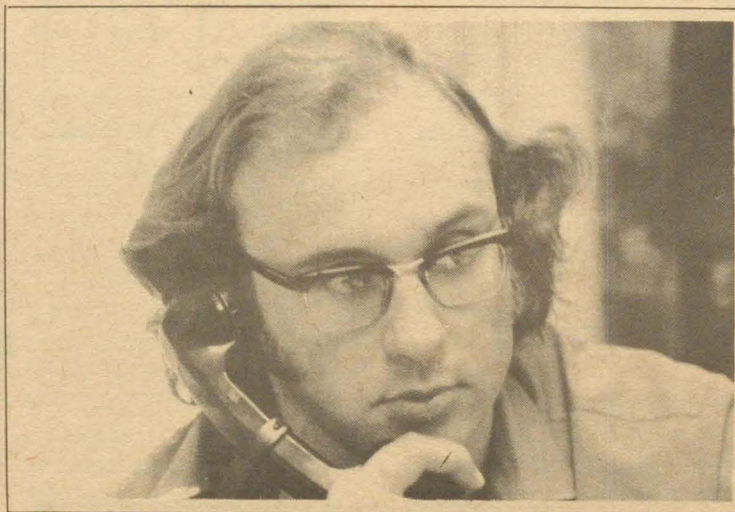
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Dal Radio director, Ray Pierce

photo by Dorothy Wigmore

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the month, he added.

They will base future programming on surveys taken during August and the first few weeks of September, Pierce said.

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## DMDS plan workshops

The Dalhousie Musical and Dramatic Society will be going out to the community this year in an effort "to break the psychological barrier between the university and community," says director, Ray Pierce.

The group will be running a number of programs outside the Student Union throughout the year. Plans include television-oriented workshops, high school theatre workshops, and possibly achieving liason with established amateur theatre groups in Metro.

During the last week of September, they will be holding workshops. These will deal with all facets of theatre. Professionals are going to assist at the workshops, although there is a problem at the moment getting actors who can come, explained Pierce.

Within the university, DMDS hopes to present plays and organize a radio acting company during the year. The latter group will do plays for Dal Radio. If the plays are good, Pierce said CBC may use them.

DMDS also hopes to host a one-act play festival in November, and the national drama festival in March. They are also looking into the possibility of getting a conference of eastern Canadian university drama groups, Pierce said.

## Tigers in training

by Arty Lyons

Forty-three men are now involved in the roughest part of the football season — training camp. This number is expected to rise somewhat in the next few days.

Very few positions have been decided as of press time, but there is an apparent shortage of candidates for the lineman positions.

Two quarterbacks are in camp: Mike Duda of Summerside and the well-known Rick Rivers.

Dick Loiselle will continue as head coach. He will be assisted by his brother Ray in the defensive backfield. Joel Fournier in the offensive backfield, and Fred McLean as line coach. Doctor John Thomson is the defensive co-ordinator.

The most exciting new recruit this fall is Dal track star Gary Williams, who is giving football a first try this year. Williams is a likely candidate for the key flanker position. Sprinting 100 yards in 9.8, and the forty in 4.6, he has all it takes to break a game wide open. Everyone will follow the progress of this disciplined and agile athlete with great interest.

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## Dalhousie University Film Society Fall/Winter Schedule 1971-72

Thurs., Sept. 23  
McInnes Room  
Thurs., Sept. 30  
McInnes Room  
Thurs., Oct. 7  
McInnes Room  
\*Sun., Oct. 24  
Oxford Theatre  
Thurs., Nov. 4  
McInnes Room  
\*Sun., Nov. 14  
Oxford Theatre  
Thurs., Nov. 25  
McInnes Room  
Thurs., Dec. 2  
McInnes Room  
Thurs., Jan. 6  
McInnes Room  
Thurs., Jan. 13  
McInnes Room  
\*Sun., Jan. 23  
Oxford Theatre  
Thurs., Feb. 10  
McInnes Room  
Thurs., Feb. 17  
McInnes Room  
Thurs., Feb. 24  
McInnes Room  
Thurs., Mar. 2  
McInnes Room  
Thurs., Mar. 9  
McInnes Room  
\*Sun., Mar. 19  
Oxford Theatre  
Thurs., Apr. 6  
McInnes Room

CALCUTTA (India)  
dir. Luis Malle  
PASSION OF ANNA (Sweden)  
dir. Ingmar Bergman.  
STONE FLOWER (U.S.S.R., 1946)  
dir. Alexander Ptushko.  
DON QUIXOTE (U.S.S.R., 1957)  
dir. Grigory Kozintsev.  
THE CARETAKER (Gt. Britain, 1963)  
dir. Clive Donner.  
EXTERMINATING ANGEL (Mexico, 1962)  
dir. Luis Bunuel.  
A GENERATION (Poland, 1955)  
dir. Andrzej Wajaa)  
MADAME YUKI (Japan)  
dir. Misagouchi.  
JULIET OF THE SPIRITS (Italy)  
dir. Fellini.  
THE RITUAL (Sweden)  
dir. Ingmar Bergman.  
FIREMAN'S BALL, (Czech., 1967)  
dir. Milos Foreman.  
CLOSELY WATCHED TRAINS (Czech. '67)  
dir. Jiri Menzel.  
L'ASSASSIN HABITE AU 21 (FR. 1942)  
dir. Henri-Georges Clouzot.  
RIKISHA MAN (Japan, 1958)  
dir. Hiroshi Inagaki.  
GOSPEL ACCORDING TO ST. MATHIEW (Italy 1964) dir. Pasolini.  
THE MAN WHO LAUGHS (U.S., 1928)  
dir. Paul Leni.  
WOMAN OF THE DUNES (Japan)  
dir. Teshigahara.  
LA GRANDE ILLUSION (France, 1937)  
dir. Jean Renoir.

\* 35 mm films to be shown at Oxford Theatre at 2:00 p.m. Sunday afternoons. One showing only.

— All other showings in the McInnes Room at 7:30 and 9:30 p.m.

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## Lies

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Telling them that God's in his heaven  
and all's well with the world is wrong.  
The young know what you mean. The young are people.  
Tell them the difficulties can't be counted,  
and let them see not only what will be  
but see with clarity these present times.  
Say obstacles exist they must encounter,  
sorrow happens, hardship happens,  
The hell with it. Who never knew  
the price of happiness will not be happy.  
Forgive no error you recognize,  
it will repeat itself; increase,  
and afterwards our pupils  
will not forgive in us what we forgave.

Yevgeny Yevtushenko