

# THE GAZETTE

Volume 118, Number 20

Dalhousie University, Halifax

February 12, 1986

## Students will march on Province House

By MARY ELLEN JONES

ON THURSDAY, FEB. 13, STUDENTS from across the city will march to province house in protest of the Royal Commission report on post-secondary education.

The report released on December 20, 1985 suggests students should be paying for 50 per cent of the cost of their education. Students are annoyed and hope for a high turnout for the march.

Faculty members and administration of universities have been asked to join the students in the march.

While the president of Dalhousie, Andrew Mackay, strongly supports the march, he says the students' voice will be overlooked if he goes to province house with them. "There are different ways

of influencing the government"; presidents and students have different ways of confronting the government, says Mackay.

Some members of the Dalhousie's faculty will march with the students. The president of the Nova Scotia Confederation of University Faculty Associations will make a presentation to the government during the march. Members of the opposition parties will also present statements outside province house.

"We are asking professors not to schedule major projects on the day of the march or at least not to penalize students who take up the option of marching," says Reza Rizvi, vice-president of the DSU.

The march will start in front of the Dalhousie Student Union building at 12:00 noon on Thursday February 13.



Starting September 1, 1986, Dr. Howard C. Clark will be the president of Dalhousie University.

## Katimavik canned

By BRUCE FANJOY

A BARRAGE OF CRITICISM IS being levelled at the federal government following last week's withdrawal of all federal funding to Katimavik.

Katimavik, Canada's youth volunteer service program, brings Canadians between the ages of 17 and 21 together while they work for nine months in three different regions on community related projects. For their efforts, the youth are paid \$1 per day and receive a \$1000 honorarium at the end of the program.

Katimavik has become widely respected in Canada and has been used as a model for youth development programs in the United States, Great Britain, and Australia. Last year in New York, Katimavik was awarded a United Nations medal recognizing ten years of effort devoted to the protection and improvement of the environment.

Government spokesperson Marie-Josée Lapointe says, "We want to create long-lasting employment for Young Canadians and Katimavik is not an employment program."

The program's supporters say the government has missed the point.

Dalhousie's Tony Richards of the Youth Incentive Council says, "the mission is not to create jobs. Katimavik helps young people develop themselves, learning how to live and work with people."

Judge Raynell Andrewchuk, former chair of Katimavik's board of directors says, "we don't produce welders, for example, but we do teach life skills, giving young people a chance to cope with the very disorganized society they live in."

An independent study by the consulting firm Econosult concluded that, with volunteer labour and materials donated by private sponsors, each dollar contributed by the government to Katimavik is multiplied 2.5 times in direct production value. Yet, Richards says, "you can't measure Katimavik's value to Canada on straight dollars and cents."

Political columnist Hugh Winsor, criticizing the government's decision, says "the adherence to a bottom line mentality has overridden an assessment of net social good."

## Clark is Dal's new president

By CHARLENE SADLER

AFTER A LONG AND involved process of selection, Howard C. Clark was the candidate chosen to succeed Dr. Andrew MacKay as the next president of Dalhousie University.

Currently vice-president (academic) at the University of Guelph and internationally renowned chemist and researcher, Clark was chosen from a list of over 80 names.

"I'm very excited about the appointment, and I'm looking forward to coming to Dalhousie," said Dr. Clark.

Dr. Clark said it is too early to say what goals he plans to accomplish while at Dalhousie but plans to spend time becoming familiar with the campus.

"The first six months will be spent outside the president's

office getting to know the campus, students, and research opportunities; to get a feel for the place," he said.

Although Dalhousie and the University of Guelph are similar in size, Dr. Clark said he "sensed that some differences existed in the way things were done."

"There are from 15 to 20 student senators at Guelph. They are very good but not particularly active in Senate debates," said Dr. Clark. "I would like to see considerable participation in Senate debates and university affairs in general. If it's happening already then that's just great, but if not then I'd like to encourage it."

"He has an outstanding track record so he'll gain automatic credibility with the academics," said Dalhousie Student Union president Catherine Blewett. "He is continuing to do research and academics like to identify with

someone who can appreciate that type of work. He is subtle in terms of personality and people will respect that."

"One of the things we talked about was accessibility and he seemed to be quite flexible and generally in favour of representing the students' point of view to the government," she said.

Besides admirable personality traits and academic accomplishments, Clark impressed the presidential search committee with his administrative abilities.

"His experience in a school of similar size stood him very well but we didn't choose him just because of that. Dal has more professional schools than Guelph so it will be a challenge to him. Dr. Clark is capable of meeting that challenge," said Dr. Bill Jones, chairman of the Senate. "We're quite enthusiastic about his appointment."

Inside...

### Royal Commission supplement

# I N T H E G R A W O O D

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Volume 118, Number 20  
 February 12, 1986

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**Typesetters**

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**Advertising**

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## LET'S CELEBRATE



Dance your way into the Gazette office and help celebrate this year's international women's day supplement. Spinning and weaving will begin at 3 p.m., Thursday, Feb. 13, for women interested in contributing their time. Deadline for copy (negotiable) is Feb. 21.

All spinsters, crones, hags, are encouraged to submit poetry, photos, artwork and/or articles.

The Dalhousie Gazette is Canada's oldest college newspaper. Published weekly through the Dalhousie Student Union, which also comprises its membership, the Gazette has a circulation of 10,000.

As a founding member of Canadian University Press, the Gazette adheres to the CUP statement of principles and reserves the right to refuse any material submitted of a libelous, sexist, racist or homophobic nature. Deadline for commentary, letters to the editor and announcements is noon on Monday. Submissions may be left at the SUB enquiry desk c/o the Gazette.

Commentary should not exceed 700 words, letters should not exceed 300 words. No unsigned material will be accepted, but anonymity may be granted on request.

Advertising copy deadline is noon, Monday before publication.

The Gazette offices are located on the 3rd floor SUB. Come up and have a coffee and tell us what's going on.

The views expressed in the Gazette are not necessarily those of the Student Union, the editor or the collective staff.

Subscription rates are \$25 per year (25 issues) and our ISSN number is 0011-5816. The Gazette's mailing address is 6136 University Avenue, Halifax, N.S. B3H 4J2, telephone (902) 424-2507.



It's all an illusion: with no perception of depth, these "one-eyed" on lookers can't tell if the ball is circling or swinging back and forth. Photo by Todd K. Miller, Dal Photo.

## Science fair a success

By CHARLENE SADLER

OVER 100 PEOPLE TURNED out for the Dalhousie Science Fair, held February 7 and 8 at Studley Gymnasium.

"We were overwhelmed at the response. We didn't expect this much interest from the community," said Lori MacLean, a science representative on student council.

The Science Fair was a project of a consortium of science 'B' societies, each responsible for setting up their own displays.

"We tried to make the displays as touchable and tangible as possible. People like to be able to participate with displays," said MacLean.

With the chemistry display, people were invited to test their sense of smell by sniffing unidentified aromatic esters. If they were able to find one unoccupied by overzealous kids, they could pit themselves against "passion testers", hour-glass shaped containers, half filled with liquid. The liquid flowed into the upper chamber when warmed by a person holding the bottom part.

People had to watch extra-carefully when they looked at the psychology department's optical illusions. One display involved looking at an ever-spiralling circle with one eye for one minute.

When the person switched eyes, an illusion was created where the spiral seemed to go the opposite way.

The fair was held for a number of reasons, the main one being to increase public awareness of day, said Joanne Vaughan, president of the Science Society.

"By giving the public an idea of what goes on at the university it lets the taxpayers know where their money goes and shows them there are very good reasons for the standards of education at Dal. This wasn't a primary aim but it came at a good time."

Richard Cloutier, another science representative, brought the idea for a science fair to Dalhousie.

"I came from Quebec City, where open houses are used regularly to make the public aware of what is happening at the university and to give students a chance to choose which university they might like to attend," he said.

Cloutier saw the science fair fulfilling another mandate of the science society.

"It's a means of gathering the 'B' societies to work together and giving the science society more cohesiveness.

"People have the idea that science at the university level implies a lot of work. It is but it's rewarding and fun work," said MacLean.

## Core curriculum is more bad than good

By CHARLENE SADLER

THE CORE CURRICULUM, recommended for providing a more liberal education, was criticized for limiting options and inhibiting progress.

In the Royal Commission report, it was recommended that such a programme would consist of courses in the grammar and literature of French or English, a modern language, philosophy, mathematics, history, political economy, and a science.

"The whole proposal for a core programme for all Nova Scotian universities should be looked at quite carefully," said Dr. Alan Andrews, associate dean of arts and science.

By following a core programme as extensive as the one recommended Dr. Andrews said elective choices would be blocked off, ultimately inhibiting the students' freedom to choose.

He said it would "lock up time", deterring faculty from embarking on new research projects and stopping students from taking courses "slightly out of the way but interesting nonetheless."

"The recommendation is a response to a lot of suggestions of getting back to the basics in the school system and universities," said Dr. Andrews. "It is true that the student must be able to function effectively in the language being taught."

He says the Royal Commission is a two-pronged attack on the problem of student standards in that it has recommended both entrance exams and a core curriculum.

Margaret Fulton, president of Mount St. Vincent, said the problem should not be focused on what subjects the student takes but on how the courses are taught.

"University is supposed to train students to analyse, make judgements and think critically. I am all for a program that will produce critically minded people

but no one course can do that better than another," she said.

Angus Johnston, director of the foundation year at King's College said the core programme is not black and white, but includes shades of grey.

"To learn, you must know what you want, but you must be ignorant, so you can learn," said Johnston. "The lack of core curriculum assumes students knew what they want, yet the Commission is emphasizing the other side, that students must be led. This is not an issue where you can choose one or the other."

He said there are examples where the two work together.

"Dalhousie and King's College

have programmes that complement each other. The Foundation year and the journalism school work well with Dalhousie's courses," said Johnston.

Elizabeth Chard, registrar at St. Mary's university, said there were other complications with the recommended core curriculum because it implied an extra year of study.

"We have genuine concerns for certain students, like handicapped and part-time students who can't always take five courses each year. It would be difficult to get the proper sequence of courses in the cases where students only take two courses per year," she said.

## DND spending lost jobs

By TOBY SANGER

DEPARTMENT OF NATIONAL defence spending cost the Canadian economy over 100,000 jobs in 1983/84, says a report issued by the Canadian Union of Public Employees.

The study, presented in the January issue of *CUPE Facts*, estimated both the number of jobs resulting from DND spending in different industries and the number of jobs which would have been created had this money been spent by consumers.

It estimates that 146,600 jobs across 180 industries were created by DND spending in 1983/84 whereas some 257,000 jobs would have been created in these industries had consumers spent the over \$6 billion DND budget in 1983/84, for a net loss of 111,200 jobs.

Of these jobs "lost", an estimated 61,300 were women's jobs and an estimated 41,000 jobs for youth (both sexes).

These findings are roughly similar to figures estimated by a

1983 report prepared for internal DND use by a group at the Royal Military College. This report concluded that "a shift of federal spending from defence to other government activity would stimulate the economy in terms of production and employment as a whole." The change would have generated an estimated 30,000 to 40,000 jobs per year.

The CUPE report also found an inverse correlation between military spending as a per cent of GDP and the rate of growth of manufacturing productivity among OECD countries in the years 1970-1980.

This suggests military spending results in few economically significant technological spin-offs to the civilian sector and has a negative impact on R&D in non-military sectors by siphoning R&D resources off from these areas.

The report argues more jobs and greater security could be provided by spending money on technologically advanced but cheaper and more effective defensive systems.

## Vandalism in Green Room is costly

By HEATHER COUTTS

VANDALISM IN THE Student Union Building is costing students \$20,000 a year, says Andrew Beckett, general manager of the Student Union.

A portion of student fees are used by the Student Union for operations in the S.U.B. Beckett said we could be using the \$20,000 for other things.

Vandalism occurs in the cafeteria and other places, but the Green Room is a particular problem. The damages consist of students peeling the chairs and there have been fires lit on the carpet.

Beckett said they haven't

caught many people. "It's hard to catch them because we don't want continual surveillance in the room as this will make students feel uncomfortable," says Beckett.

The Green Room was closed down for a while last year, but Beckett feels this is a little drastic.

Beckett said that if they caught a student, the Student Union would initially put him to work around the building for a week for free. He said they would "try to avoid charges."

Vandalism happens more during the day than in the evening because during the day there are no security staff to keep watch, while during the evening there is.

## COC opens Dal chapter

By BRUCE SMITH

DALHOUSIE UNIVERSITY has joined a growing number of universities organizing chapters of the Council of Canadians.

The council is the creation of publisher Mel Hurtig, who twanged nationalist heart-strings with his popular *Canadian Encyclopedia* last fall. Since the founding convention in October, membership has mushroomed to over 3000 across the country.

Fear of a Canada-US free trade agreement sparked the group's formation. "Canada, as a country, has a lot at stake if bilateral free trade comes into effect," says Andrea Fanjoy, an organizer of the Dalhousie chapter.

But the COC says it will take up more than fighting free trade.

"We hope to make students more aware of the issues and their implications to the future of Canada," says Fanjoy. She says the issues range from economics and the environment to culture and international affairs, "increasing awareness and working for what we value," says Fanjoy.

University of Ottawa student and national board member John Frederick Cameron admits he is surprised at the response. In the beginning he thought students would not care about Canadian sovereignty, but now, "the students I've been talking to feel that we have to become a nation," he says.

# Unions oppose boycott

By Peter Kuitenbrouwer  
of Canadian University Press

**OTTAWA (CUP)** — Union leaders, a brewery president and even some anti-apartheid activists strongly oppose a boycott of Carling O'Keefe beer and Rothman's cigarettes that is spreading across Canadian university campuses.

Students on at least seven university campuses have voted to ban the beer from their pubs and take the cigarettes out of their vending machines, in protest of the beer company's ownership by a South African conglomerate.

McGill University and University of Prince Edward Island students recently joined the boycott, also in place at Carleton University in Ottawa, MacDonald College in Quebec and the University of Saskatchewan, University of

Toronto, and University of Victoria.

Thirteen university newspapers and one college newspaper also boycott the products' advertisements.

A recent prospectus of Rothman's International provided by David Cohen, an investment analyst for Wood Gundy in Toronto, shows the Rupert Foundation holds the controlling 44 per cent of Rothman's shares. Carling O'Keefe is listed as a Rothman's subsidiary.

The Rupert Foundation, the prospectus says, is "deemed to be controlled by Dr. Anthony E. Rupert." The 1985-86 International Who's Who lists Rupert as a "South African business executive ... founder and chair, Rembrandt Group of Companies (tobacco)."

Carling O'Keefe president

Donald Twiner played down the South African connection. "This is a widely held public corporation. They bought the shares on a free and open market in a democratic society," said Twiner.

He protested the boycotts saying Carling O'Keefe is a Canadian company providing jobs for Canadians. "This corporation is governed by the laws of Canada and pays over \$325 million in taxes here," Twiner said.

"We buy over \$1/2 billion in packaging in Canada," he said. "We probably employed 1500 students at our seven breweries over the summer. So it is strange that these actions would come back and hurt our corporation."

Gordon Blanderleith, president of the Canadian Brewery Workers Union which represents most Carling O'Keefe employees, is furious about the boycott.

"It doesn't make any sense to cut off jobs from Canadians workers," Blanderleith said. "This (beer) isn't imported from South Africa. These were Canadian jobs before someone for South Africa bought into the company."

"Why doesn't someone smarten up and worry about what's going on here?" asked Blanderleith. "Like with the Inuits, native Canadians, the poor and needy...?"

Scott Burke, president of the Student's Administrative Council at the University of Toronto, defended his school's boycotts, saying "It's a statement of our displeasure and awareness of the situation that exists in South Africa."

"I sympathize with them (the brewery workers) because most of the money stays in Canada. But a lot of the profits go back to South Africa. The money then goes to the regime which has huge military expenditures," Burke said.

"Are domestic jobs more important to you than basic human rights around the world?" Burke asked. "I think basic human rights are more

important."

Joanne Naiman, chair of Canadians Concerned about Southern Africa in Toronto said Canada is the only country where there are boycotts of Rothman's products (Rothman's also owns Dunhill, Jordan wines and Cartier watches).

"Our goal is to squeeze the economy so much that (President Pieter) Botha has no choice but to dismantle apartheid," Naiman, who teaches sociology at Ryerson, said. "Don't buy South African products, and get your campus to pull out investments in South Africa."

But she said a boycott of Carling O'Keefe "is not hitting the real target," since the product is made in Canada with Canadian labour.

Profits for Rothman's Inc. including profits from Carling O'Keefe were \$115 million for the nine months ending Dec. 31, 1985.

The Rembrandt Group, which Rupert chairs, reported \$170 million Canadian in net income in 1984.

The University of Saskatchewan and Carleton have been prevented by provincial law from carrying out the Carling O'Keefe portion of the boycott.

Laws in those two provinces say bars must stock the brands of beer that are "commonly in demand." Burke at U of T said nonetheless, the bars there don't stock the brands.

## D.S.U. Elections 1986

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Election Dates:

**Monday, March 17**

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**Wednesday, March 19**

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The following positions in the Dalhousie Student Union are open:

- President/Executive Vice-President (one team)
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- Gazette Publications Board Reps (3)
- Arts Reps (2)
- Management Studies Rep (1)
- Dentistry Rep (1)
- Medicine Rep (1)
- Nursing Rep (1)
- Pharmacy Rep (1)
- Engineering Rep (1)
- Graduate Studies Reps (2)
- Law Rep (1)
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# Letters

## Botha has no clothes

To the editor:

The letter by Messrs. Murphy and Conrad published recently in the *Gazette* was truly laughable. After declaring themselves the moral barometer of Dalhousie, they went on to urge all 'right-thinking' students to refuse to pay their student loans on the grounds that the funds might be used to support Apartheid in South Africa. Hilarious! They should be congratulated for creating a truly novel excuse for welching on a loan.

Their attitude, however, is one that has seized this university in a growing tide of hypocrisy. Suddenly Dalhousie has put itself at the forefront of a conflict that many students, in their sage wisdom, have determined it is up to them to rectify. What would the students who signed the petition to divest say if they knew that virtually every aspect of their lives was in some way tied to a repressive regime somewhere or another. Will Dalhousie divest from companies that are involved in with the Soviet Union? How many of the students drink Coke or Pepsi? Are they aware, I wonder, that these companies invest millions of dollars in East Bloc economies? Will Dalhousie divest from companies that have ties with repressive South American regimes? The answer is a simple one — No.

Why, then, do the governments of the world, including the Soviet Union, display such moral outrage toward the South African government? The answer to this question is simple, also — because it is politically convenient. They are motivated not by

moral or ethical concerns, but public opinion polls. The Dalhousie Board of Governors did not vote for divestment on humanitarian grounds. They acted out of fear of a wave of misinformed, protesting students. A cynic might even suggest that Messrs. Murphy and Conrad were thinking of economics rather than morals when they were inspired to pen their eloquent diatribe.

It is ironic that Dalhousie, a liberal institution based on rights and freedoms for all, has become the platform for one side of a very complex issue. At a recent lecture, Mr. Stevan Ellis, a student representative on the Board of Governors, was invited to speak about the South African regime, which he found 'morally wrong and reprehensible'. Also present was Dr. Tim Shaw, of the International Development Studies Department. He seemed to advocate any change in South Africa, whether it be peaceful or violent. Dr. Shaw's solution would indeed end Apartheid — Black South Africans would all be dead.

Apartheid is wrong, of course. Any form of institutionalized racism that denies basic rights and freedoms is. However, I believe that South Africa needs slow change — not violent revolution. I object strongly to Mr. Ellis and others who advocate divestment. Ruining the South African economy is no way to help the repressed people gain their freedom. I strongly object to those who call for violent revolution. Being free and dead seems to be an unfortunate alternative to peaceful change. I believe the South African government will dismantle Apartheid. It will not do so because of Jeffrey Murphy, or Stephen Conrad, or Stevan Ellis, or Dr. Shaw, or the Board of Governors, or every nation on earth. It will do so when it feels

that South Africa will not be plunged into the kind of tribal bloodbath that has scarred so many African nations before. Apartheid is wrong, yes. So is exploiting its vulnerability to appease one's voters, or one's pocketbook. Therefore, the 'right-minded' student, to quote Lillian Hellman, will not cut the cloth of his beliefs to fit this year's fashions.

Brewster Smith

it. To re-phrase Mr. Glazov's own rhetorical question: is this why we have freedom of speech — to treat serious opponents in the debate unfairly?

Philip Savage  
Gazette reader

## Correction

To the editor,

I have a slight correction for

John Pitt's article on CKDU-FM, 97.5 (Jan. 30).

News from the World Service of BBC Radio can be heard not "three times during the week", but three times daily on weekdays (8 am, 11 am, and 5 pm) and once daily on Saturdays and Sundays at 11 am.

The BBC has a worldwide rep-

## Flee speech

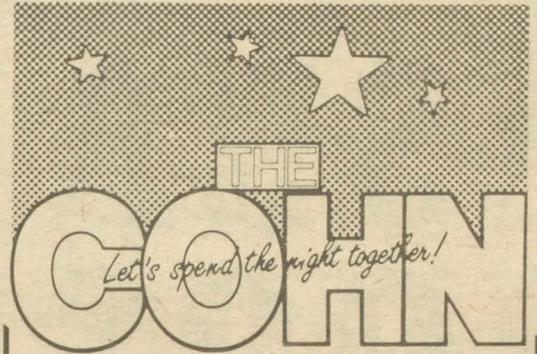
To the Editor,

In response to "Commentary: SDI", in January 23rd's *Gazette*.

Jamie Glazov is entitled to his opinion on the merits of Reagan's Strategic Defense Initiative, or Star Wars. But he's not entitled to dismiss Star Wars opponents as ignorant and naive.

Mr. Glazov protests that peace activists approach the defenders of Star Wars in an overly condescending manner (I'm assuming that's what he means by the neologism "archodescension"). Yet that said he builds his own defense of Star Wars on a series of condescending insults of peace activists. According to Mr. Glazov peace activists "don't really know what the whole thing is about." They act simply because "it feels good to be doing something for peace" and because "there must be a certain satisfaction received from holding the same view as the gentlemen sitting in the Soviet Politburo."

I'm afraid we've heard it all too often: peace activists are naive dogooders and communists. I suggest that if Jamie Glazov is sincere, if he really wants to shed greater light on the Star Wars debate, that silly, personal (and not very original) insults of this kind are not the way to go about



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## Littanism

To the editor,  
I am writing in response to a letter in last week's *Gazette* regarding the anticipated construction of a Litton Industries plant in Charlottetown, Prince Edward Island. To those unaware, this proposed plant has been subject to much debate on

the Island as of late. If a government contract for developing a low-level radar system is awarded to Litton, company officials say that Prince Edward Island will be the site of a plant to construct such a system.

The author of the letter I think has a jaded view of the potential benefits and detriments to P.E.I. which such a plant would bring about. I agree with many of his points, especially that the Island economy has been and will continue to be based on the primary industries of farming and fishing (tourism not withstanding). As a fellow Islander, I too am saddened by the so-called "erosion" of the rural life style which has always been synonymous with Prince Edward Island.

Does this mean, though, that Islanders should remain so complacent that we miss an opportunity for such an invasion of jobs and spin-off effects which the Litton plant represents?

Signed,  
A realistic Islander,  
David Campbell

## SDI response

To the editor,  
In response to Jamie Glazov's letter (Feb. 6, 1985), anti-SDI activists will always be against SDI because of the "unavoidable aspects of life (ie facts)". As comfortable as Jamie Glazov now feels under the promise of the "unpenetrable" shield of SDI, we feel there are more hopeful, constructive solutions to the threat of nuclear annihilation.

The reason both countries signed the ABM treaty was first, they realized how defense building was destabilizing. Secondly, that it's impossible to defend against such a large nuclear arsenal. Glazov makes it sound like the Russians have a shield around their country already, but they are still in the early stages of research and testing. The Russians have not violated the ABM treaty. Both sides agreed to have ABM's around two cities. The U.S. dismantled their ABM's, the

Soviets left the partially built one around Moscow. Is this really a defense against the other side's massive nuclear arsenal?

Again, we suggest that it would be more constructive to sign a treaty banning the building of SDI on both sides. Russia is agreeing to on-site inspection, so let's take advantage of this offer. If we push for a test ban of all weapon systems neither side could build SDI and "mutual deterrence" would still restrain either side from attacking.

We're sure Mr. Glazov wants peace as much as anti-SDI activists, so why not proceed through the spirit of negotiation and put an end to this insane arms race that is draining both countries' resources.

Joel Bronstein  
Sue Earle

## Sly SDI

To the editor  
In "Commentary: SDI" (Jan. 23), Jamie Glazov argued that "Star Wars" is a non-threatening project which will make nuclear weapons obsolete. Furthermore, he claimed, this ability has already been proven, and awaits only implementation. I wish to address several of the erroneous assertions he made.

"SDI...kills weapons not people... SDI will make nuclear weapons obsolete." What sort of weapon is it that can destroy a missile, but which cannot be easily adapted to destroy ground targets, e.g. people. Why, one which is fired from space but does not penetrate the atmosphere, of course. What good, then, is such a weapon against a cruise missile? Against spies carrying suitcase bombs? Whether SDI works as intended or not, it will no more make nuclear weapons obsolete than the invention of the gun made the knife obsolete.

"... on June 10, 1984, the U.S. Army conducted a spectacularly successful test" ... A test, in fact, of an antiballistic missile system (ABM). The SDI proposal calls for at least three layers of defense against intercontinental ballistic missiles, of which ABM is only

one. A small part of one layer was reported to work in 1984. Proving that SDI works will involve first developing, then testing two more layers, including (perhaps) the Directed Energy Weapons known affectionately as "Ronnie's Rayguns." More importantly, the Command, Communications, and Control Intelligence (C<sup>3</sup>I) system which will integrate the three layers of weaponry, as well as detecting and tracking the identifying likely targets, must be developed and tested. This part of the system is most critical, since it must be able to function without human assistance: A computer network capable of fighting World War III intelligently.

"All experts on SDI have confirmed that a working system can be placed in space by the early 1990's." *The Strategic Survey 1984-1985*, published by the International Institute for Strategic Studies, London, contains a discussion of SDI in which SDI supporters are quoted as citing the mid-1990's as the date of the deployment of one part of the SDI system. Some dates mentioned for the completed project lie well into the next century.

Mr. Glazov is, however, correct when he says that SDI will substantially complicate Soviet offensive doctrine, whether it is proven or not. Let us not think, though, that it will thereby simplify Western planning. What do we do while SDI is being deployed, but is not yet operational? What do we do about third world nuclear capabilities? What do we do about the entirely too plausible threats of countermeasures which could render SDI "harmless space junk"?

The Strategic Defense Initiative might work. There is no denying the possibility, however remote. But the possibility that it might not work, and the effects in any case on international politics are too complicated to brush off lightly as Mr. Glazov has. Let us go forward with our minds open to all possible futures, in order that we are not fatally surprised by the one we get.

Ross M. Dickson

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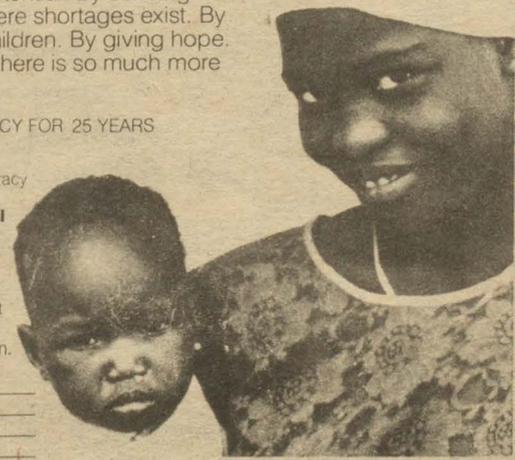
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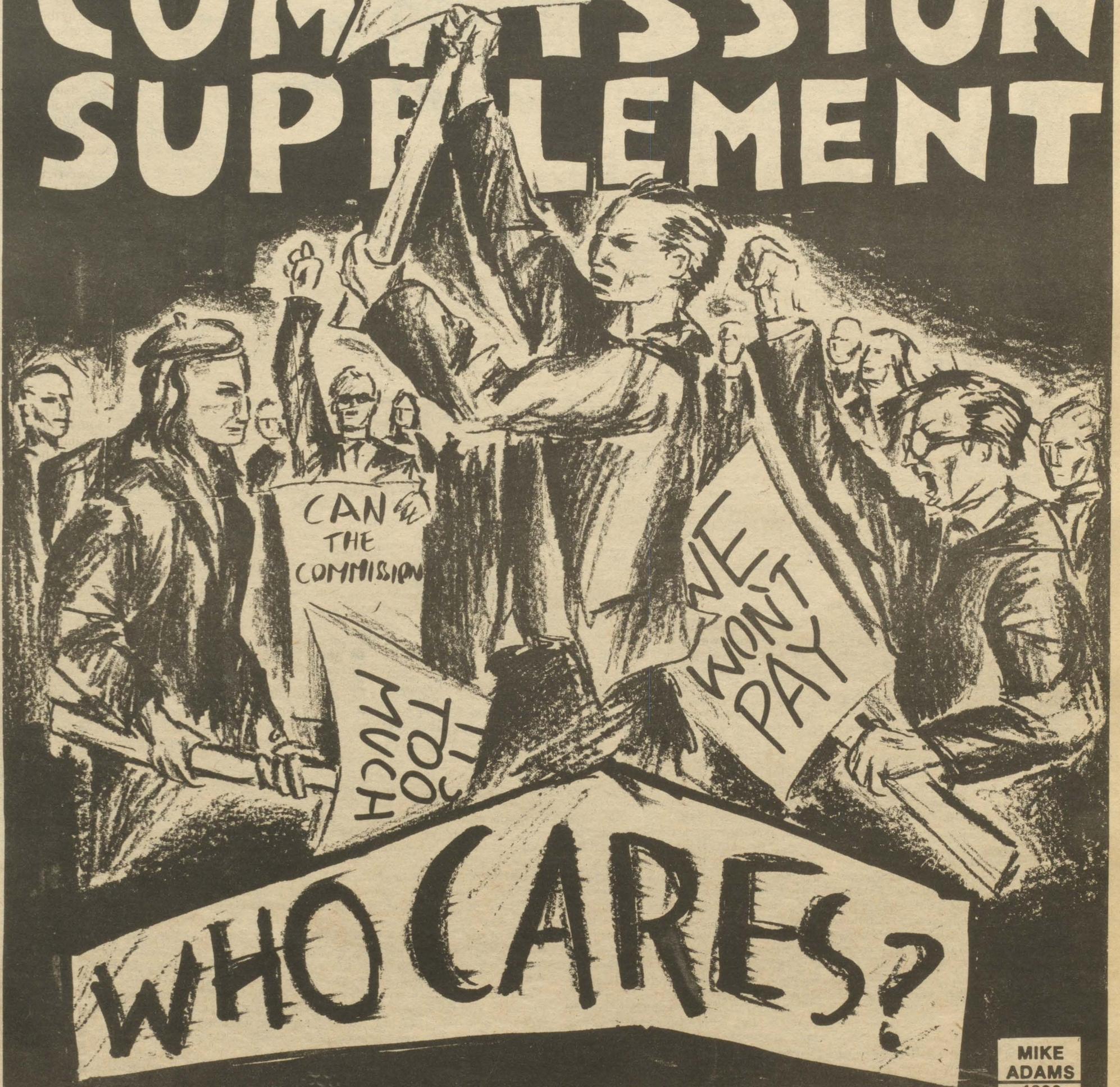
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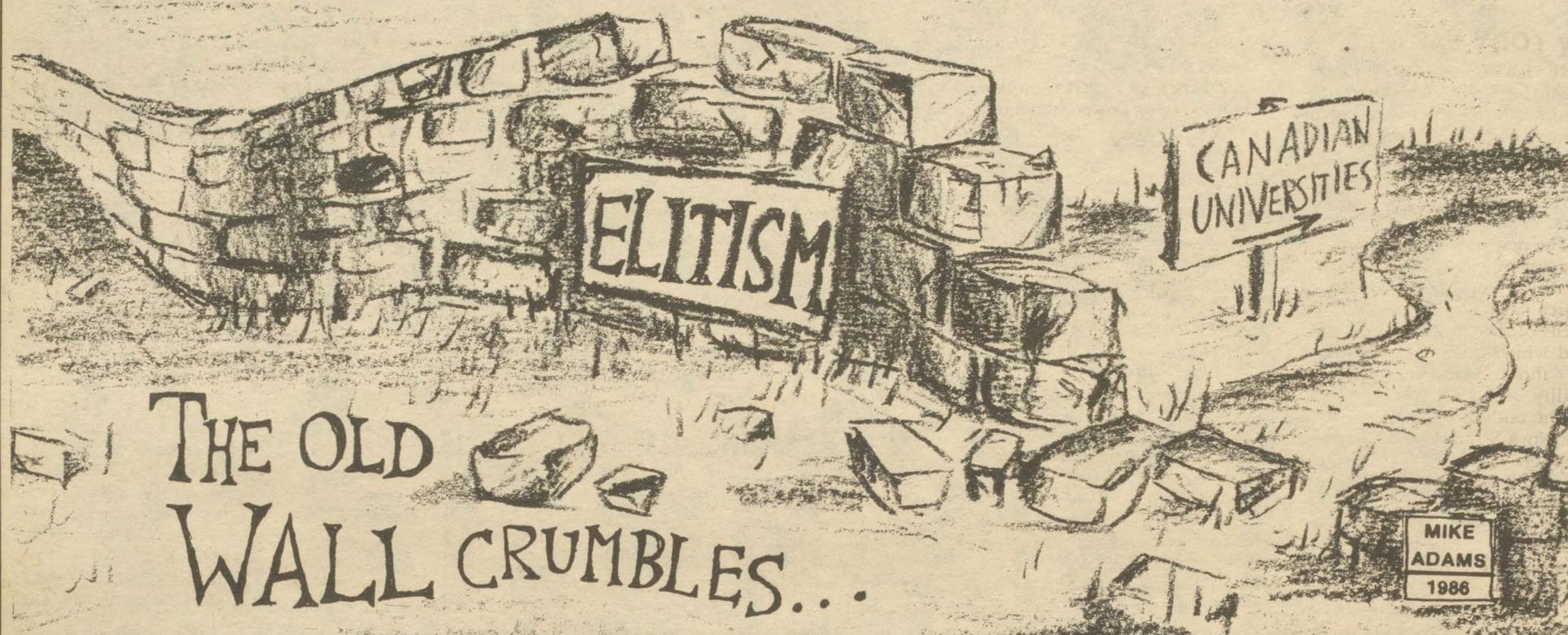


# ROYAL COMMISSION SUPPLEMENT

THINGS ARE GOING WRONG, TOM!



MIKE ADAMS  
1986



# Universities are part of the problem

*Until they tear down the barriers to women, the poor and minorities, reform will never happen.*

By LOIS CORBETT

When Canadian universities threw open their doors to the public back in the 1960s, post-secondary education critics said the elitism of the university system would be eroded with every eligible body that desired a higher education allowed to enter through the ivy gates.

But that didn't happen. While university enrolment continues to increase, the community remains elitist, with the majority of students, faculty, and administrators representative of a small but powerful white male sector of society. Allowing women, poor people and non-whites to enter Canadian universities could not change the fundamental flaw in an education system that builds barriers to them in the first place.

And the caretakers of universities aren't about to change. When the Royal Commission made its report, the caretakers responded because they felt threatened. They told the commission its work was "flawed", "sneering" and "naive", not because it failed to look at the fundamental sexist, racist and classist barriers the universities themselves maintain, but because it attacked their well-being.

The university community's insistence on the maintenance of its status quo by the government defeats its own attempt at reform and disregards critics' demands for a more accessible university education. Maintaining the status quo, that level of operation now in place, is not just a coat of paint on university walls; it is the wall that is in place to protect the system for its creators, a wall so strong that with status quo funding, it will never crumble. The wall has never been attacked or dismantled, even with the addition of token bricks of programs designed to meet "special" demands.

The commission almost talked about one of the bricks: the small number of female faculty members in Nova Scotian universities. In 1984, there were only 380 women professors and teaching staff out of a total 1,885 faculty, a mere 20.5 per cent. The figure represents an increase from

1971, when women made up 15.4 per cent of the province's faculty and teaching staff, but the commission says that's not much of an improvement. Recruitment of women to faculty has not equalled the recruitment of men, with 2.8 men hired from 1972 to 1984 for every woman.

But the commission dropped the brick. In its two-page discussion of the underrepresentation of women on university faculties, the commission said it could not believe that the root of the problem lies, "except perhaps in some departments, in an unshakable prejudice against employing women, but rather in the small number of women who hold the minimum qualification for employment as a faculty."

So the commission noted the problem, but rejected the argument. It said universities do not discriminate against hiring women, but few women have the makings of faculty. It artificially separated the reasons women don't pursue doctoral degrees from the prejudice women face at every level of the university system. It refused to blame universities for their sexism, and it didn't discuss sexism as something maintained by the education system.

The commission admits, for one paragraph, at least, that the problem may "lie less in the condition of study required for doctorates than in social attitudes toward women studying towards this degree or toward women as academics." As a solution, the commission offers "better guidance counselling, at both the high school and university level. Intellectually brighter women should be directed towards an academic career, for which the prerequisite is the notably arduous and time-consuming doctoral degree."

Some solution. Women don't need better guidance, but better opportunities. They don't need male academics laying out the pros and cons of pursuing an academic career. They need opportunities in careers that are women-defined and women-valued. They need the work they do at universities, in homes and in the workplace valued as important and necessary. They

need the freedom to pursue their interests in an environment free from sexual harassment and violence against women. Women have to fight for equality every day, and the university community is no haven from that struggle.

The problems women face daily in universities are extensions of those they experience in the male-dominated society. When the university community constructs walls to shield itself from society, it uses the same fabric to maintain the barriers against women, the poor and minorities. As a product of male dominance, the universities in Nova Scotia pay tribute to the society men have created for their own survival as a powerful elite. And the commission falls into the same trap, with its recommendations for a core curriculum, an entrance exam and higher tuition fees.

The core curriculum would offer a survey of Western European thought, "entirely oriented towards Western male culture, a program designed to reinforce the myths about Western civilization," says Margaret Fulton, president of Mount St. Vincent University. In a society faced with the dilemmas of genetic engineering, environmental pollution and nuclear proliferation, "perpetuating the culture is no longer acceptable if we intend to get ourselves in the twenty-first century," she says. "The system needs to be challenged, not reinforced, and the job of universities is to challenge, not entrench, mythologies."

Fulton may think the job of universities is that of challenge, but it's hard to challenge society and maintain the artificial separateness universities claim they need. While recognizing inequalities in society, universities refuse to accept responsibility for maintaining those inequalities and creating new ones. The universities have grappled with the division between the poor and the rich in society, or between men and women, between black and white. It refuses to admit its deliberate extension of classism, racism and sexism and pays lip-service to criticism directed towards it from these groups.

The commission does no better. Its recommendations will serve the university crisis, not change the reasons for the crisis. If universities put a limit on enrolment, of will effectively limit what little access there is to post-secondary education for women, the poor and minorities. Higher tuition rates will force more poor people out of university and discourage even more than the already high fees do now. The core curriculum will devalue all non-white-male culture and perpetuate myths about these important cultures. An entrance exam will cater to those who made it in the secondary education system established by the dominant culture, those in rich, urban high schools: schools that teach Canadian history with no mention of women or native people, that instruct basic physics and chemistry with no discussion of the social context within which science is carried out and applied, the limits to scientific enquiry, and the possible social responsibilities of scientists.

At a time of great economic pressure, when the fabric of social structure is stressed to the limits by unemployment, inflation and global tension, universities are still confusing their beliefs and practices with facts. It is easier for universities to concentrate on trying to change society's problems without pulling out its roots for examination.

David Suzuki, Canada's popular geneticist, uses the example of tuberculosis to demonstrate the role universities should take in education. "Scientists pinpointed the tuberculosis bacillus as the cause of the disease and so focused on finding a drug to kill the bacteria. But we all harbour this bacillus; some of us come down with the disease because of the socio-economic factors impinging on us.

"Racism, oppression, and poverty, not the bacteria, are the real causes of tuberculosis, but it's far more difficult to change those conditions that to kill the bug. With powerful DNA technology, will it be easier to "solve" the problems of racism by eliminating race, or pollution by altering people to tolerate higher levels of dirt?" he asks.

The walls of universities in this province, and in Canada, are held together by that dirt; cold, hard dirt that can't be changed unless universities are willing to throw the walls away altogether.

# Commission report expensive cop-out

By TOBY SANGER

THE LARGE INCREASE IN public funding to Canadian universities in the 1960s was accompanied by a new approach to post-secondary education. Universities were no longer to be the nurturing ground for society's elite.

The new objective of a university system was to provide a high quality of research and education which was accountable to the needs of the community at large and which guaranteed access to all those with the required ability.

The authors of the Report of the Nova Scotia Royal Commission on Post-Secondary Education claim Nova Scotia's universities have failed to reach these objectives. The report says the lack of coordinated planning and the lack of a commonly acknowledged sense of purpose in the university system has pushed the universities to the "the brink of a quality disaster."

The report recommends the establishment of a Nova Scotia Council of Higher Education "with executive authority and discretionary powers over funding in order to ensure that university planning, programming and resource allocation are performed in the context of a provincial university system." The council would oversee the introduction of a core curriculum in universities and the "rationalization" of duplicated programmes in different institutions.

In addition, the report recommends increased tuition fees, the creation of a Nova Scotia Council of Continuing Education, and the setting up of similar central planning and resource allocation

quantity rather than quality.

Sadly, the competition for public funds has led to this situation by encouraging lower standards in order to achieve higher pass rates and therefore higher levels of funding.

In some of the more traditional disciplines, cutbacks in funding have turned the faculty into twentieth-century versions of the Knights of St. John's Cross, who spend their time vainly trying to transcribe the Holy Grail onto floppy disks.

Establishing a clear purpose to a university system, let alone a university or even a department, is inimical to the spirit of a university where a diversity of views and approaches should be celebrated rather than suppressed.

The commission's narrow approach to university education was not more evident than in its embarrassing lack of comment on the important and stimulating role of interdisciplinary institutes and departments at Nova Scotian universities.

The enormous infusion of public funds into the university system in the early 1960s changed the nature of university education forever. Changes in the administrative structure took place so slowly and marginally that twenty years later, most universities are still governed as if they were private institutes.

Saying the university system is a large public expenditure program in which the relatively poor groups tend to subsidize the relatively rich," the council called for increased public accountability for these public funds.

Setting up a government-appointed central council to account to the public for these

By improving communication and input between faculties and the communities they serve, there would be increased accessibility to programs by less-advantaged groups in society and the development of programs more relevant to the needs of the community.

Increased communication

between secondary school, business and government representatives with academic faculty would improve the quality and relevance of the education offered at both secondary and post-secondary levels.

Closer relations between business and government groups with faculties would both increase the

flow of funds from these groups to universities and facilitate the secondment of academic staff to these organizations and vice versa providing universities with a much-needed transfusion of new blood. These closer relations would also increase employment opportunities outside the university for staff and students.

## Recommendations affecting students

1. A body, preferably established by and representing all the provincial universities, should set tests of ability for all prospective university students. There should be a Use of English (or, for francophone institutions, a Use of French) examination to test reading, writing and reasoning, and a Use of Mathematics examination to test ability to understand mathematical reasoning and perform mathematical operations.
16. A university education should be synonymous with a liberal education. In consequence, all students wishing an undergraduate or first degree, regardless of their field of specialization, should take a core curriculum.
18. Programmes at undergraduate or first-degree level that do not include the core curriculum should not result in a baccalaureate or higher degree but in diplomas or advanced certificates.
35. Tuition fees should increase so that students, as the primary beneficiaries of their university education, assume 50% of the costs of their instruction.
36. Visa students should pay the full instructional costs associated with their programme except for students from the countries defined by OECD as the twenty-five least developed nations.
37. The universities should introduce differential fees that reflect major differences in programme costs. A differential fee structure based on the following classifications is suggested:
  - Arts and Commerce
  - Science and Engineering
  - Medical/Clinical
  - Professional Programmes
  - Graduate Programmes
39. The Government of Nova Scotia should introduce an Educational Opportunity Fund, created by statute and financed by the government, which would provide assistance in the form of loans to students in approved post-secondary educational programmes who demonstrated a need for financial assistance.
40. The Educational Opportunity Fund should replace the Nova Scotia Bursary Programme as a supplement to the financial assistance provided by the Canada Student Loans Programme.
41. Student loan assistance obtained under the Educational Opportunity Fund should be repayable contingent upon, and according to a schedule directly related to, the recipient's ability to pay after having completed his or her education.
42. The amounts of defaulting loans should be repaid from provincial government revenues as a subsidy to the Educational Opportunity Fund.
47. The universities of the province should be considered, and should consider themselves, as forming a provincial system, and the plans and priorities of each university should take cognizance of, and be in accord with, the plans and priorities of the system as a whole.
49. A provincial intermediary body, called the Nova Scotia Council on Higher Education, should be established and endowed with executive authority and discretionary powers over funding in order to ensure that university planning, programming and resource allocation are performed in the context of a provincial university system.
50. Once the Council is established, provincial government decisions to accept, adopt or approve would be required in the following areas only:
  - level of resource available to be provided to higher education.
  - provincial policies at the highest level with respect to university education. These policies would originally be developed by the Council and should be approved, amended or rejected by government only after consultation with the Council.
  - continuation of the Council's mandate with respect to higher education.
51. The Council must respect the autonomy of the universities and the academic freedom of the faculty. Ultimate decisions in certain matters must be left to the universities themselves. These matters include:
  - academic policies
  - academic standards
  - admission standards
53. The future composition and responsibilities of MPHEC or its successor should be established by negotiations between the three Maritime provinces. It is advisable that a regional agency be maintained for the purposes of data collections and coordination of specific programmes of regional importance.
54. The Council on Higher Education should be created by statute, conferring upon it the powers of an administrative tribunal with the right to enquire into any and all things relating to higher education in Nova Scotia.
56. The council, not a section in the Department of Education, should be given the responsibility for advising the Minister of Education in university matters.
75. Should the Council on Higher Education prove inadequate to coordinate the academic programmes and expenditures of the universities, the provincial government should consider the consolidation of the separate institutions in a University of Nova Scotia.
91. A core curriculum should be introduced in the secondary schools to ensure that students obtain the general educational background necessary to encourage them to seek a wide range of job skills. Mathematics should be compulsory in junior high school to Grade IX level, and senior high school students should experience a core curriculum including mathematics, English, a science, a social science and a language, all taught to a rigorous standard. They should also receive liberal exposure to the arts.
104. Universities should consider the introduction of three to five-year study schedules for part-time students.
105. Consideration should be given to providing loans with the same repayment terms as full-time student loans to part-time students registered in a three to five-year study schedule.

### Centralized control of universities repugnant.

committees at each of the universities.

The facile and poorly-considered recommendation of imposing "selective retrenchment" on universities by a central planning council would be the surest route to further erosion of the quality of the province's university system. Not only is centralized control of a university curriculum repugnant to the traditional character of a decentralized university system in Canada and in Nova Scotia in particular, but experience in other countries has shown centralized control of university curricula results in institutionalized mediocrity.

As proposed, the council would be completely unworkable. A council of seven people capable of expressing "different points of view on any subject" and on the hundreds of different programmes in the province's universities would be hard to find, even if they were Dal graduates.

Decline in quality of academic programs, where it has occurred, has resulted not from a lack of clear purpose in these departments but from an emphasis on

expenditures would be an expensive and dangerous cop-out.

A much more fruitful approach would be to negotiate a more extensive agreement on credit transfer between Nova Scotia colleges and universities and the creation of inter-university faculty committees with real power over finances and program development. On these committees would be academic and student representatives from the different universities, sitting with representatives from government, business groups, secondary school teachers and interest groups representing disadvantaged groups in the community.

Representatives from outside the university would be on a rotational and voluntary basis so that those groups most concerned with certain disciplines would have the opportunity to contribute to the fields of study they are most involved with.

The benefits of such a system would be significant. It could pave the way for greater coordination of programme development between different universities than is presently possible under the MPHEC.

## Let's hope the government listens

THIS WEEK'S GAZETTE CARRIES a number of articles in response to the Royal Commission report on post-secondary education.

The articles were collected from the university community. From students, from student government, from faculty, and from faculty unions.

These articles, hopefully, are not mere exercises. While the student contributors will graduate and move on, universities will remain, and just how they remain is important.

The debate does not stop here. The issues discussed should not be allowed to die. The Commission achieved, at least, in lighting the spark of the discussion and we hope the light won't fade.

## March in Feb

To the Editor

Why should students be upset about the Report of the Royal Commission on Post-secondary Education? Why should anyone be concerned about something that sounds so boring? For one thing, it took three years and over half a million dollars to produce the thing, and something that took so long and cost so much warrants the public's attention. More importantly to us, the report will probably be the blueprint for the Education Department of the province for quite some time and if it doesn't affect you it will definitely affect your younger sister, brother, cousins, nieces and nephews.

This report has changed the entire philosophy of education in Nova Scotia, from a public investment to a public liability where students should pay much more as the primary beneficiaries of education — not the public. This translates into increases in the tuition of over 100 per cent, differential fees for students in Science, Engineering, Law, Medicine and Graduate Studies, and the removal of the Bursary Programme for more loans. The tuition increase is to represent the benefit that we derive from our education and make us more of a "partner" in funding the universities. The differential fees are to reflect the differences in educating a historian and a chemist and will price a B.Sc. far higher than a B.A. in Nova Scotia. Finally, the provincial loan programme is to be provided to help us pay for the first two, even though it seems that those of us lucky enough to receive Student Aid will owe over \$20,000 after we graduate.

If financial matters do not worry you, perhaps the threat to academic freedom is something that might cause alarm. The Commission wishes all undergraduates to complete a two-year, eight-credit core curriculum or

And we are afraid. Afraid that Nova Scotian government will implement some of the commission's recommendations when the legislature sits next month. Afraid students will have to pay more for an education that is rightfully theirs. Afraid that universities will become even more closely aligned with government dictated education priorities.

We have had enough official symposia and forums in response to the Commission report. Now it's time for restructuring, rethinking post-secondary education in its entirety. This issue's contributions are willing to continue the discussion.

We hope the government will listen.

not receive a degree. While this may not lengthen everyone's programme of study, you will certainly have less flexibility in a three-year or four-year Honours programme. Of course, the chemist and the historian will be paying differential fees for fulfilling these same requirements, but that may not be enough to concern the students of today.

Of course, these are all just recommendations and may not be implemented. The Council on Higher Education was just a recommendation too, but the Minister of Education has informed us that we will have one before the summer is through. This Council will set curriculum and give its approval/disapproval to university programmes and departments — all without public debate or political discussion. These decisions used to be made by your Board of Governors, the Province, and the MPHEC, but isn't it easier to have all academic and political decisions made by one body? The only problem is that you can make an appearance before your Board of Governors, elect your politicians, or agree or disagree with the recommendations (not decisions) of the MPHEC, but the Council is not responsible to anyone except the Cabinet that appoints it.

There will be several thousand students telling the provincial government that this is not the idea of education's future that they had. On Thursday, we will be meeting at the SUB at 11:30 a.m. and marching to Province House to deliver our version of the future, not the Royal Commission's version of an inaccessible and elitist university system for Nova Scotia. We have never needed each other as much as we do now. Your chance is February 13 — don't let each other down.

James LeBlanc  
Chair, SUNS



## Questioning the report

By OM P. KAMRA, Ph.D.  
President, NSCUFA

THE CENTRAL RECOMMENDATION contained in the Report of the Nova Scotia Royal Commission on Post-Secondary Education is the creation of a Nova Scotia Council on Higher Education. This government-appointed Council would have control over university planning, programming and resources. Such state control of post-secondary education, as proposed in the Report, is without precedent in free, Western democracies. The Royal Commission clearly wishes this government agency to steer universities away from their current policies which have served Nova Scotians well. The government Council is asked to put in place policies that would, under the mask of "liberal education", "quality" and "excellence", return us to the by-gone era when university education was the preserve of an elite. The powers that are proposed for this government-appointed body would allow it to put these policies in place without future accountability to the people of Nova Scotia.

The reasoning presented in the Report to justify such a radical change is neither thorough nor persuasive. Worse, although the Report took almost three years to produce, it shows no evidence that the Royal Commission did any research to create a firm foundation for the establishment of policy. Instead, the Royal Commission has provided us with their "perceptions" which appear to be nothing more than restatements of misconceptions and old clichés about the educational process. It now remains with organizations such as the Nova Scotia Confederation of University Faculty Associations (NSCUFA) to correct in a detailed fashion the errors, omissions, and the inconsistencies underlying the Report's recommendations. An immediate task, however, is to challenge the policy agenda expressed in the recommendations.

The Minister of Education very hastily accepted the Report's recommendation to create the Council on Higher Education. The Minister has an obligation to tell Nova Scotians whether his endorsement of the Council includes the policy agenda that the Royal Commission has outlined for this government agency.

### Accessibility to Knowledge

Education is a means by which people gain access to knowledge. This process not only benefits the individual but all of us collec-

tively; for example, better farming techniques, state of the art manufacturing processes, advanced medical knowledge, new players for our theatres, and ultimately a better sense of who we are. The fundamental question of education policy is "Who will gain access to knowledge?" Currently, anyone whom universities believe to have ability is given access to higher education. It is left to the individual to determine the kinds of knowledge they seek. The Royal Commission apparently believes that there are too many students studying in our universities. The impact of its recommendations would lead to a dramatic decrease in university enrolments. Furthermore, its proposed government-appointed Council on Higher Education would have the power to determine which kinds of knowledge were accessible and by whom, and even to determine where in the province a student would have to study.

*Does the Minister accept that it is proper for the Council to determine which Nova Scotians will go to university, how many will go, where they must go to university, and once there which kinds of knowledge they will be allowed to study?*

### The Question of Quality

An underlying theme of the Report is that there are too many students in our universities. The Royal Commission is concerned about the continuing increases in universities' enrolments and the decreases that have occurred in vocational and trades schools. Clearly, they would like to reverse these trends and to channel more students into government-controlled occupational training programs. As part of this strategy, the Royal Commission questions both the ability of the students in university and the quality of their high school preparation. The recommendations would have the effect of improving "quality" through nothing more than denying admission to students whom the universities now consider to be qualified.

The Report indicts the quality of education provided in Nova Scotia's public schools. It proposes a complete restructuring of the high school curriculum to implement a core program for university preparation. Only those students who had successfully taken the core would be allowed to go to university. The Report offers no suggestion on the cost of such substantial changes in curriculum.

*Does the Minister of Education accept the Report's suggestions that schools administered by his Department have failed in the*

*academic preparation given to students who wish to go to university?*

*If the Minister of Education accepts the Report's recommendations, is he willing to commit additional resources to the public schools to help them improve the quality of preparation for post-secondary education?*

The Report implies that even if a core curriculum were introduced into the public schools, the standards of the different school districts are not to be trusted. The Royal Commission recommends the introduction of a university entrance exam to ensure that only students of uniform "quality" are accepted. Their Report does not mention the controversy surrounding the use of such tests in the United States. Entrance exams are of questionable value in predicting whether students will succeed in university. Furthermore, these tests will likely favour the admission to university of sons and daughters from upper middle class families living in urban areas. These tests are nothing more than barriers to education. They will be used to exclude students who have the academic skills and potential to benefit from university education.

*Does the Minister of Education accept the use of entrance barriers to frustrate the aspirations of those Nova Scotians seeking a university education?*

Once students have been admitted to university (though not necessarily to a university or program of their choice) the Royal Commission expects them to take a common, regimented two-year core program. The Report argues that the costs of instruction and the pressures of the job market have forced students to specialize too early in their university education. Unless we wish our university graduates to be at a competitive disadvantage with students studying outside the Province, the core program would have to be added to the existing program requirements. The core program that is proposed in the report would add at least another year to all undergraduate degree programs. In addition to increasing the costs to students, it would also require increases in university staff and facilities. The Royal Commission makes no comment on how these additional costs are to be covered.

*Is the Minister of Education prepared to commit additional resources to the universities to pay for the implementation of the recommended core program? If not, how does the Minister expect the new core program to be funded?*

# Report rips students

By CATHERINE BLEWETT

AFTER SPEAKING WITH several students and attending many forums on the Royal Commission on Post-secondary Education, I have come to several conclusions about the report and its implications for the future of post-secondary education.

The question of accessibility, while of great importance to students, was only given three pages of consideration in the commission's report. There was a total of 400 pages. I hope it is not an indication of the government's intention in that area.

Clearly, one of the commissions' terms of reference was to determine present and probably future needs for post-secondary education in Nova Scotia. In securing an education for students in the future the commission was also charged with finding sources of funding to support those needs. One of the acknowledged targets at to supply more dollars for education are the students.

The commissioners, citing students as the main beneficiaries of their education, recommended that students contribute more to the cost of running a university. Thirty per cent of the operating cost of education is the recommended amount students should fund. The Commission cites that currently students only pay approximately fifteen per cent of the cost. What they manage to exclude in their calculations is that students currently pay an additional eleven per cent of university income through subsidiary operations.

Therefore, the amount which the commission recommends students should contribute is very close to the amount which students already do contribute. Does this mean that the commission

would concede that students already provide the recommended portion of university income?

Students are also concerned with the specific recommendations which deal with tuition differences for foreign students and Nova Scotian students.

Recommendation thirty-six applies to foreign students. It states that students should pay the full instructional costs associated with their programme except for students from countries defined by OECD as the twenty-five least developed nations. This is curious because the report recognizes that differential fees are detrimental.

Without proper levels of assistance, students will have difficulty paying fifty per cent of the cost of their instruction, let alone those who will, by virtue of their nationality, have to assume 100 per cent of the cost of their educations.

All of the recommendations, which deal with students' tuition, have the potential-if implemented—to seriously impair students' accessibility to post-secondary education.

The commission does move into a discussion of students' support as it recommends the creation of an **Educational Opportunity Fund**. The fund is intended to provide loan-only assistance for students. The Bursary element is to be eliminated.

Students are concerned about the prospect of having to mortgage their future to have access to post-secondary education. The creation of the opportunity fund alone will not address that concern.

Currently the bursary system entails an appeal mechanism which allows need to be calculated in individual cases. The

Commission perhaps could have been clearer about students'

access to such appeal process, if indeed it will continue to exist under this plan. There was also no discussion about the maximum debt load a student can incur.

While a loan-only scheme will provide funds for most students if they meet the criteria for attending university, it may seriously impair access to further education for students from low-income backgrounds. Students from such financial circumstances will be hesitant to undertake such a large debt load, and it is most unfortunate that university entrance will be based on financial, rather than intellectual ability.

Perhaps it would have been constructive on the part of the commission to recommend that, if implemented, the opportunity fund could work in conjunction with the Bursary fund ensuring low-income students access to university.

The commission does attempt to make the impact of a loan-only system more palatable for students by introducing an income-contingent repayment plan. Similar to the MacDonald Commission's recommendation, this appears to be designed to make up for the elimination of the Bursary system.

However, the province could afford to be more generous with the proposed loan scheme. If the system is approved the provincial commitment to education will be reduced. With the federal government reducing its support for post-secondary education it is certainly disappointing to see the provincial government curtailing its support as well.

for equality with some of the poor countries of the world where post-secondary education is free.

The right wing preys on what they see as weak sectors of society. The unemployed, the pensioners, the students, etc. They haven't yet learned that students can become very powerful when it is necessary. They must forget the student movement of the 60's.

Well, it's up to us, the students. We can stop them and we will stop them. It's just a matter of doing it. So let's do it. Let's get militant.

Archie Kennedy

For example, we are being told that tuition may double. This will not happen but they obviously plan to increase tuition by a substantial amount. They may increase it by 15, 30 or 50%. What I'm worried about is a large increase in tuition and the students feeling as though they have won a victory. (at least it's not a 100% increase). The reality of the situation is that we pay higher tuition than anyone else in the country. We must demand lower tuition. For starters, we should demand equality with Quebec. Then maybe, we will ask

Dalhousie Student Union presents  
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FRIDAY, FEBRUARY 14  
12:15 - 1:45 p.m.  
COUNCIL CHAMBERS  
STUDENT UNION BUILDING

Paid seminar: Saturday, February 15, 9:30 - 3:00 p.m.  
same location

\* Sponsored by the Dalhousie Student Union

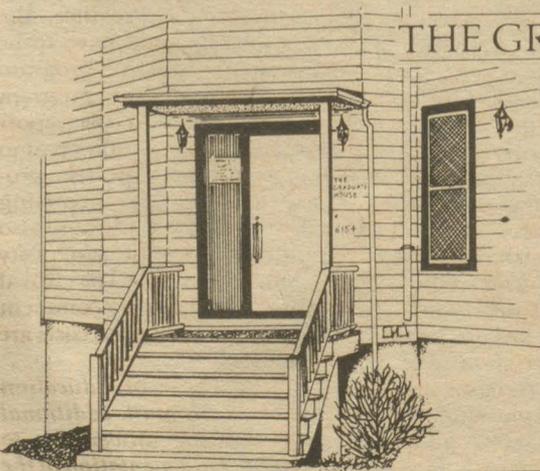
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Suite 508, 404 Laurier Avenue East, Ottawa K1N 6R2  
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## Letters

### Militant ink

To the editor,

The McLellan Commission report on post-secondary education is an attempt to define the battleground between students and the government.



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## Graduation Portraits

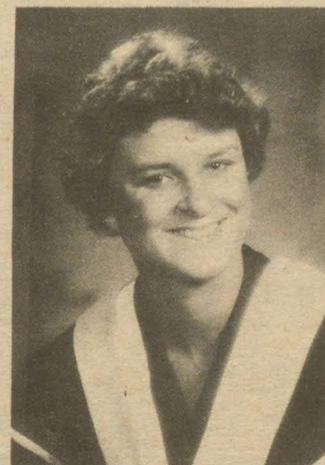
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## It's an interesting language we have



**Overtime**  
MARK ALBERSTAT

I HAVE ALWAYS BEEN interested in our language, the different usages and the different words. Being a sports writer, I find this little hobby even more interesting. This column will share with you some of the very strange words in the language of sports.

First, let's talk about a sport that is not extremely popular but all of us know: golf.

Think about it. The ball has all these little dimples, which make it look very strange and maybe not even like a ball at all. You hit the ball from a small stick called, of all things, a tee. When my mother was teaching me my vocabulary the word tee was something the English drank or it was connected with these little gauze bags in a box. It had absolutely nothing to do with small wooden stakes.

Another strange word about golf is "green". This is the part of the course that the hole is in. They call it a green as if all the surrounding grass were not green. The golf courses I have seen are all grass and all green, including the green; so if the greens are green and the course is green, why do they call one particular part of the green course a green?

One may also make a case for the "club." I ask you, what did the old caveman hit things with? A club. That club looks nothing like a golf club and yet they have the same name. This is odd.

Enough of golf; now on to baseball. In some sense, baseball can be looked at as a rather violent sport. Think about it; pitchers can be said to throw fire; and batters choke at the plate as well as choke the bat. It is also not the greatest sport to have kids watching, with all those people stealing bases and dying on base; no wonder there is a high crime rate in the U.S.

Now for the football fan.

Although it may seem hard to believe, there are not a lot of crazy words in football.

The names of the positions are interesting, though. Unlike hockey, there are no forwards; everyone seems to be backs. There are, of course, the quarterback, the half back, the running back, the slot back and the line backers. This, I am sure, would seem to the unaccustomed to be a rather complicated game if one were to just look at the positions' names.

Our next sport will be hockey. The word "puck" is obviously instrumental to the game, but what kind of word is "puck"? It does not conjure up an image of a hockey puck.

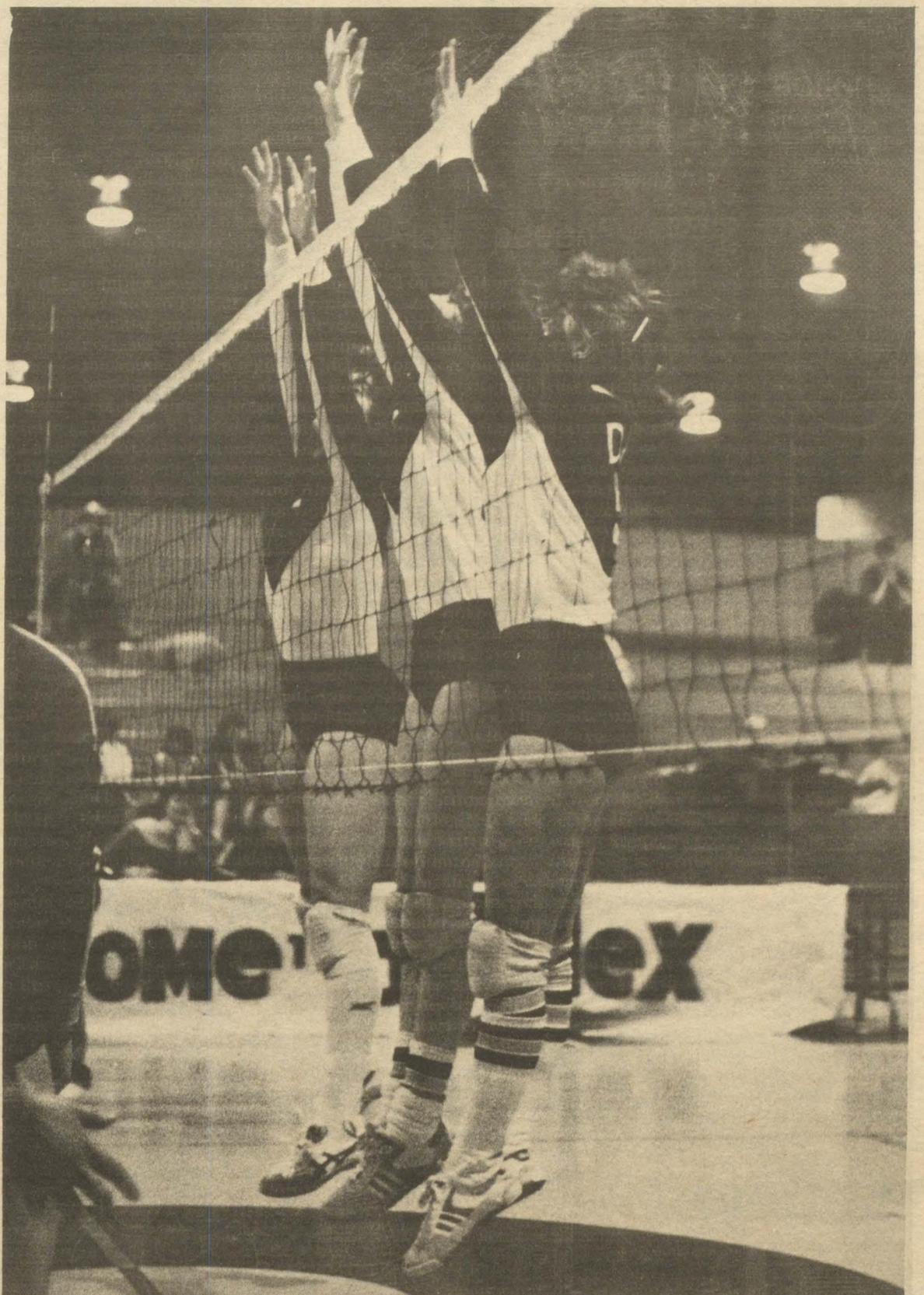
The positions' names in hockey make sense, I have no beef with them.

Next we will take a look at a seemingly non-violent sport that makes up for its non-violence of the court in its vocabulary. The sport is volleyball.

Two of these words are "kill" and "spike". A star Dal player will have an excellent game if he or she has 10 or more kills; sounds lovely, eh? Just imagine if someone unaccustomed to the sport saw a player with 11 spikes and 11 kills; what would they think?

Finally, let's tackle basketball. The sport is not totally non-violent, but the words used in the sport are, for the most part. The names of the positions make sense; the basket looks like a basket, kind of. The words slam-dunk and full-court press are interesting but are only somewhat descriptive of the action on the court.

This Overtime dealt only with a few sports and couldn't go into the detail in which such a topic could be explored. However, I hope I made myself clear, and didn't deke you out or confuse you with a little play action pass. I also didn't check any hockey players or shoot any birdies ...



Three Dalhousie volleyball players block a Mouties attempt for a point in this past weekend's action. Photo by Sean Forbes, Dal Photo.

## Volleyball team sweeps Mt. A.

By MARK ALBERSTAT

THE DALHOUSIE WOMEN'S volleyball team picked up two easy wins over the weekend at home by downing the visiting Mount Allison Mounties in the smallest number of games possible.

In Saturday evening's match, the Tigers defeated the Mounties 15-7, 15-13, 15-8, while on Sunday Dal won 15-1, 15-2, 15-6. The victories leave the Tigers with a league record of 12 wins and no losses, while the Mounties drop to three and six.

Lois MacGregor, Dalhousie's head coach, was pleased with her squad's performance.

"The team played very well and today (Sunday) we played even better than last night, and we beat them last night," said MacGregor.

In the middle game on Saturday, the Tigers almost lost the game when the Mounties went up 12-8, due mostly to their serving and Dal's inability to return. The Tigers rallied, however, and were able to win the game.

Sunday's match saw the Tigers post easy victories over their opponents, with Mount Allison's only lead in the match being the first point in the final game.

According to MacGregor, the difference in the two matches was simply by getting the ball to the right Mount Allison players.

"This time we served to the ones we should be serving to and last match we served to the better receivers, which means we let them return more than we should have. I didn't really change the line-up. I had Andrea Borysiuk playing half of a match last night and Beth Yeomans playing for

half, and this match I just reversed it, but the rest was exactly the same."

Evident on both days, but especially on Saturday, was Dal's trouble returning tips. MacGregor sees it as an anomaly in the one match.

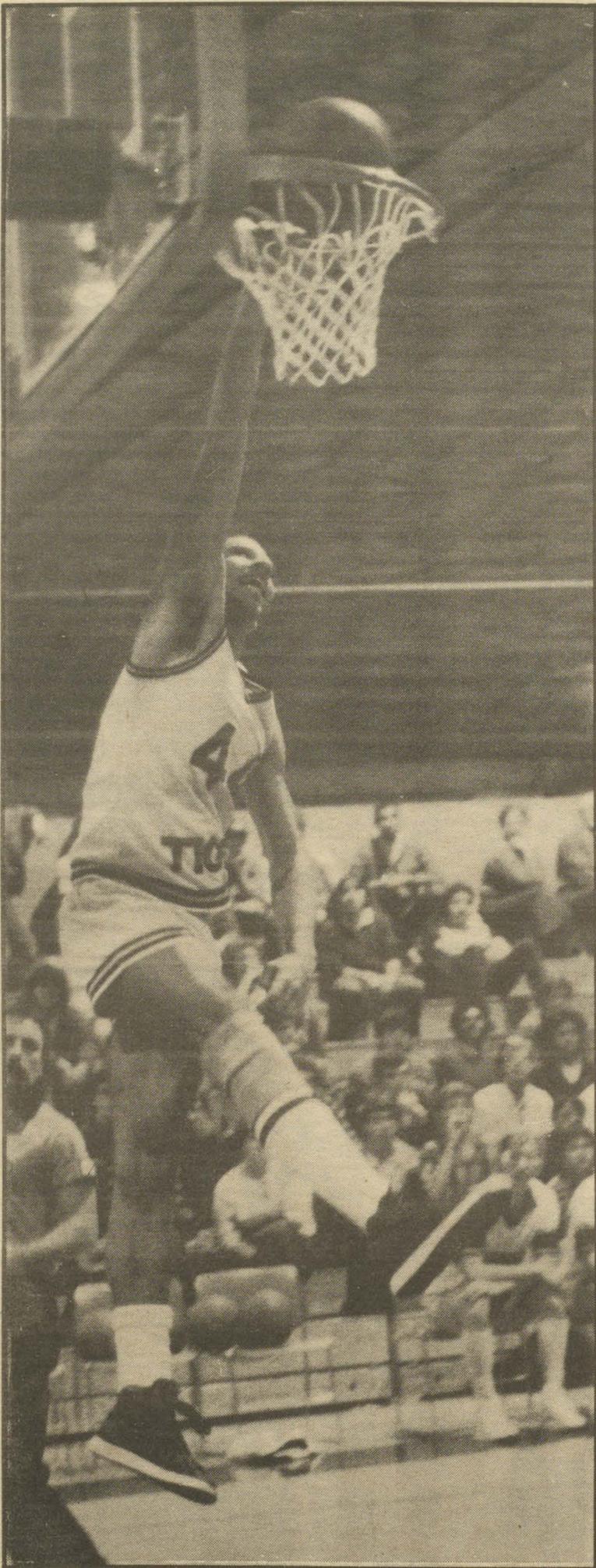
"The second match was better in our respect for returning tips. The blockers got more of them in the second match. They still got us a few times, but not as much as before.

"I think in the first match they were afraid because Karen Fraser was blocking, and they decided to tip a lot. When they did, they found it worked, and said let's keep tipping."

The Tigers' next home league matches will be against St. F.X. at 8 p.m. on February 12. They will close out the season on Sunday, February 22 at 8 p.m. against Moncton.

## Tiger sports this week

Date	Sport	Against	Place	Time
Feb. 11	Basketball (W)	Acadia	Away	6 p.m.
Feb. 11	Basketball (M)	Acadia	Away	8 p.m.
Feb. 12	Hockey	St. F.X.	Home	7:30 p.m.
Feb. 12	Volleyball (W)	St. F.X.	Away	8 p.m.
Feb. 14	Hockey	St. Mary's	Away	7:30 p.m.
Feb. 15	Basketball (W)	St. Mary's	Away	2 p.m.
Feb. 15	Hockey	Acadia	Home	8 p.m.
Feb. 15	Basketball (M)	St. Mary's	Home	8 p.m.
Feb. 19	Hockey	St. Mary's	Home	7:30 p.m.
Feb 20-22	Swimming	AUAA ChampDal		



Bo Malott's Tiger attack nets two points. Photo by Sean Forbes, Dal Photo.

## Tigers drop close one

THE DALHOUSIE TIGERS men's basketball team lost a tight 69-65 decision to the Acadia Axemen on Saturday. As a result, the race for first place in the AUBC is a tight three-way battle.

The Tigers currently lead the conference with a 12-4 record, while the Axemen are now 11-3 and trail the Tigers by only four points. UPEI is in third spot at 10-3 and 28 points. All three teams have clinched playoff positions and all three schools could still finish the year in first place. The Tigers have two games

remaining, against Acadia and St. Mary's, for a possible four points. The Axemen will play St. F.X., Dalhousie, St. Mary's and UPEI for a possible ten points while UPEI will finish the regular season by playing St. F.X., Acadia and Mount Allison for a possible ten points.

On Saturday, the Tigers were led offensively by Darnell Williams' 29 points and Bo Malott, who counted ten. Acadia's top scorers were Rodney Martin with 20 and Peter Morris and Kevin Veinot with 11 each.

# Tony's FENWICK NIGHT

**SMU at men's basketball Tigers**  
**Sat. Feb. 15 - 8 p.m. - Dalplex**

Fenwick residents bring Tony's coupon from mailbox to game and receive one of the coupon discounts at Tony's Donairs, Pizzas and Subs.

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Game will be preceded by a wheelchair basketball game at 6 p.m. between the Nova Scotia Oilers and the Nova Scotia Flying Wheels.

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# AUAA Standings (as of Monday, Feb. 10)

## Hockey

Kelly	W	L	F	A	P
Dalhousie	14	6	130	78	28
St. Francis Xavier	14	9	117	93	28
Acadia	9	12	104	125	18
St. Mary's	0	22	60	201	0
<b>MacAdam</b>					
U de Moncton	18	3	151	78	36
UPEI	17	4	153	79	34
St. Thomas	11	9	105	87	22
UNB	6	13	89	102	12
Mt. Allison	4	15	70	136	8

## Women's Basketball

UPEI	11	1	839	619	22
UNB	11	2	838	607	22
Dalhousie	8	4	779	703	16
St. Francis Xavier	6	5	637	649	12
Memorial	5	7	632	794	10
Mt. Allison	3	9	714	810	6
Acadia	3	9	585	690	6
St. Mary's	1	11	637	825	2

## Men's Basketball

Dalhousie	12	4	1247	1117	34
Acadia	11	3	1036	945	30
UPEI	10	3	961	852	28
St. Francis Xavier	6	8	1019	1052	18
St. Mary's	5	10	1102	1098	16
UNB	4	11	1028	1175	12
Mt. Allison	2	11	863	1017	4

## Women's Volleyball

	MP	MW	ML	GW	GL	P
Dalhousie	12	12	0	36	3	24
U de Moncton	12	10	2	32	10	20
St. Francis Xavier	9	7	4	21	12	14
UNB	12	7	5	25	18	14
Mt. Allison	9	3	6	13	18	6
Memorial	10	3	7	14	22	6
UPEI	14	3	11	14	38	6
Acadia	12	0	12	3	36	0

# Tigers clinch playoff spot

THE DALHOUSIE TIGERS WOMEN'S basketball team clinched a playoff spot over the weekend with two victories over Memorial University in St. John's, Newfoundland.

Led by veteran Lisa Briggs, who scored 46 points in two games, the Tigers downed Memorial 62-45 on Friday, Feb. 7 and 76-50 on Saturday.

Dalhousie now has a record of 8-4, while Memorial is 5-7 and is locked in a battle with St. F.X. for the fourth and final playoff spot. UNB and UPEI have also assured themselves of playoff action.

On Friday, the Tigers were led by Briggs' 18 points and Trish MacCormack who counted 16. Memorial's top guns were Anne Marie Tobin and Lorraine Hickey with 14 and 10 points respectively.

respectively.

On Saturday, Briggs was by far and away the game's top scorer as she notched 28 points. Sheri Thurrott supplied 12 for Dalhousie while Hickey was the only Memorial player to reach double figures with 13 points.

The Tigers will complete the regular season at St. Mary's next Saturday evening at 8 p.m.

# Tigers lose to Blue Eagles

THE DALHOUSIE TIGERS scored four goals in the third period against the Moncton Blue Eagles on Saturday evening, but it was still not enough as the Blue Eagles had led 6-0 starting the final frame and went on to defeat

Dalhousie by a score of 7-4.

Claude Gosselin and Claude Lefebvre each scored twice for the Blue Eagles, while singles went to Francois Boudreau, Henri Marcoux, and Claude Vilgrain.

Scoring for the Tigers were Whitney Richardson, Jerry Scott, Greg Royce and Peter Woodford.

The loss drops the Kelly Division leading Tigers to 15-5.

The Blue Eagles outshot the

Tigers 41-35 although the Tigers dominated play in the third period and fired 19 shots at the Moncton goal as compared to six by Moncton.

The Tigers will host Acadia at 2 p.m. on Saturday, Feb. 15, and St. Mary's at 7:30 p.m. on Wednesday, Feb. 19. The St. Mary's contest will be the Tigers' final home game of the regular season.

# Tigers on the road

THE DALHOUSIE TIGERS men's volleyball team will be at the University of Moncton this weekend to compete in an AUAA league tournament.

The weekend will feature all four AUAA schools playing each other in round robin action.

The Tigers enter the weekend in top spot in the conference with a perfect 12-0 record. Moncton is in second place at 9-5 while UNB and Memorial are 3-10 and 2-12 respectively.

# I.M. Involved

## Spring break is near

By CHRIS WHEELER

THE LAST WEEK BEFORE spring break is here and the intramural office has decided not to schedule intramurals during the break. However, be forewarned — intramurals will be played on Sunday, March 2. Please keep in touch with the intramural office for details before you skip town.

The Fitness Finale will be held on March 15, a Saturday night, from 7 p.m. to midnight. This extravaganza is a wind-up to a successful intramural season. It will give all you budding athletes a chance to relax and participate

in some fun events. Details will soon be released, so keep an eye out for more information.

Another event to look forward to is the intramural banquet (and possible dance) on Tuesday, March 25, in the McInnes Room. More information will be shared with you after the spring break.

As you know, finals are upon us. The month of March will be a busy one so keep in touch with the Intramural Office to keep up to date with the schedules.

Everyone must bring their student card in order to be admitted into the Dalplex. The Equipment Centre will not admit any person who does not possess a valid I.D.

# Your next trip could cost you an arm and a leg.



Medical help away from home doesn't come cheap. A broken leg could set you back about \$875. An appendectomy could take a \$2,700 slice from your savings. A heart attack could cost at least \$15,000.

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**A case in point.** A Nova Scotia man required emergency hospitalization while on vacation in the U.S. Blue Cross paid a total of \$1,290.54. (Travel Plan #53714)

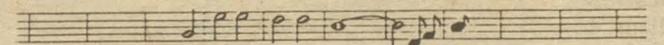
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# CALENDAR

## THURSDAY

● **NDP YOUTH MEETING** — 7:00 p.m. in the Shatford Room, A&A Building, King's College.

● **AIESEC MEETING** — will be held at 11:00 a.m. in Room 100 of the SUB. All interested students welcome. The 1985-86 executive will be elected at this meeting. For more information call 429-8717.

● **MEETING** — There will be a general meeting of Women in Science and Engineering (WISE) at 7 p.m. in the Maritime Museum of the Atlantic. Films will be shown and refreshments will be served. For more information call 423-0202.

● **ACADEMIC SEMINAR SERIES** — David Black (Graduate Student, Dalhousie and Provincial Legislative Intern), "Angola and United States Policy". To take place at the Centre for African Studies, 1444 Seymour St., at 4:30 p.m.

● **GAZETTE STAFF MEETING** — at 4:00 p.m. in the Gazette office, 3rd floor, SUB.

● **EXPLORAMA '86 SERIES** — The series continues with *China and Its People*, narrated by Raphael Green. This film presents a rare opportunity to witness the everyday activities of such a captivating culture and interesting people. A look at the Chinese people of today and the land they are so devoted to. From Shenyang, Peking and Shanghai to Southern China, we'll see a China that has survived the reign of many militant leaders. This adventurous and uninhibited look at such a fascinating culture will give you a greater understanding of its people.

Screenings at 8:00 p.m. in the Dal Arts Centre. \$5.00 General and \$4.00 for Students and Seniors. For more information call 424-COHN.

## FRIDAY

● **PUBLIC DISCUSSION** — Discussion entitled "Debt Bondage or Self-Reliance?" with GATT-Fly representative John Dillon, 12:05 p.m. at DEVERICK, 1649 Barrington St. Open to the public.

● **LECTURE** — The School of Library Service, Dalhousie University, presents a lecture entitled: "Map Librarianship" on Friday, Feb. 14th, at 11:45 a.m. Speakers: Ms. Elizabeth Hamilton, University of New Brunswick, Past President, Association of Canadian Map Libraries. Location: MacMechan Auditorium, Killam Library, Dalhousie University. This lecture is open to the public.

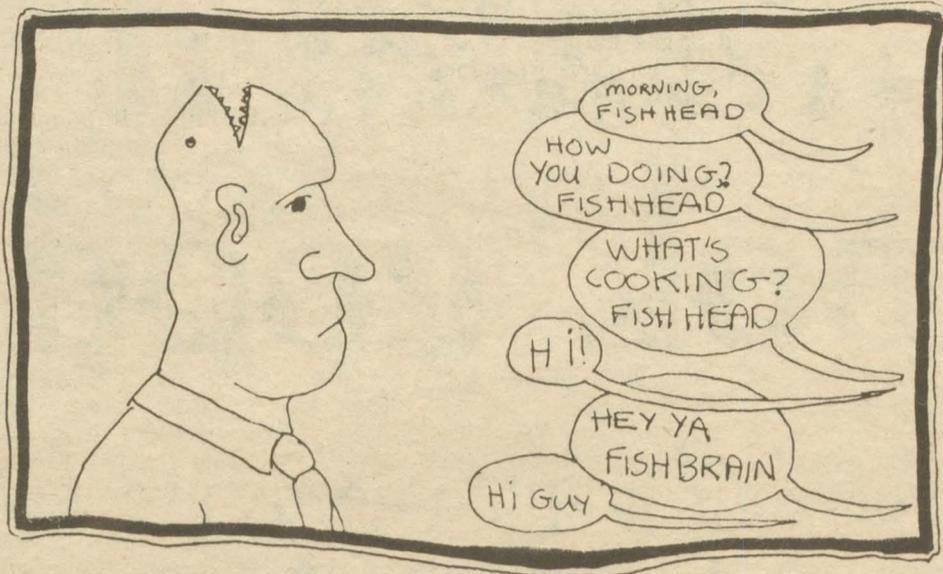
● **PSYCHOLOGY DEPT. LECTURE** — Dr. Steve Tipper, Department of Psychology, Mount Allison University, will speak on "Inhibitory Mechanisms in Selective Attention." 3:30 p.m., Room 4258/63 of the L.S.C.

## SATURDAY

● **QUIET DAY** — conducted by Mother Virginia, Superior of the All-Saints Sisters of the Poor, Catonsville, Maryland. 9:30 a.m. to 3:00 p.m., in the King's College Chapel. Please contact the Rev. Dr. Richmond Bridge, Anglican Chaplain at King's, for more information (424-2287 or 455-7971).

● **CARIBBEAN JAM** — You are invited to listen to "Caribbean Jam" every Saturday evening from 5 p.m. to 6 p.m. for an hour of hot music from the Caribbean — Reggae, Calypso, Cosa, Junkanoo and more — on CKDU 97.5 FM. Caribbean Jam, it's imported, exotic, and unquestionably sweet. We dare you to sample it.

● **CONFERENCE** — The creative work of women writers and visual artists often



occupies time and space wrestled away or left over from the demands of families, domestic work and employment.

As a sequel to the highly successful workshop last Fall on this subject, Mount Saint Vincent University Art Gallery is hosting a conference on Saturday, Feb. 15 in the form of a continuing dialogue on The Art and Politics of Making Time for Making Art.

Funded by the Women's Bureau, Secretary of State, this conference is being co-ordinated by Heather Dawkins, exhibitions officer at the Gallery, and will be a day-long activity.

## SUNDAY

● **THE UNITED CHURCH COMMUNITY AT DAL** — A gathering of people, seeking new ways of being spiritually alive in today's world. Open to all students, faculty and staff. Room 316, SUB 7:00 p.m.

● **UNIVERSITY MASS** — The Dalhousie Catholic Community will celebrate Sunday Mass at 7:00 p.m. in the McMechan Room of the Killam Library. All are welcome. Weekday masses are celebrated in Room 318, SUB, at 12:35 p.m.

● **MASS** — At the Kings College Chapel, 11:00 a.m. and 7:00 p.m. All welcome.

## MONDAY

● **CHESS CLUB** — 7:00 p.m., Dal Chess Club, Room 316.

● **STUDENT TABLE CLINIC NIGHT** — Dentists, dental auxiliaries, members of dental community and prospective students are invited to attend the annual Student Table Clinic Night at the Dalhousie Dental School on Monday, Feb. 17, beginning at 7:00 p.m. Student presentations cover a wide range of topics pertinent to the current practice of dentistry and everyone who attends should find this a most informative evening. For more information, contact the Dalhousie Dental School.

## TUESDAY

● **DAL SIMULATIONS AND GAMES ASSOCIATION** — Interested in fantasy, science fiction, and historical gaming? Find opponents and try new games at the Dalhousie Simulations and Games Association. Meetings are held every Tuesday night in Room 316 of the Student Union Building, starting at about 7:30 p.m. Everybody is welcome.

## WEDNESDAY

● **PEARSON SEMINAR SERIES** — Speaker: Martin Gibling (Geology Department, Dalhousie University). Topic: "An Update on the South East Asian Refugee Issue: Kampuchean Border Camps". Pearson Institute Seminar Room, 1321 Edward Street, Halifax. Time: 12:30 p.m.

## THURSDAY

● **EXHIBITIONS** — "Andrew Cobb: The Vision of Dalhousie" and "Riduan Tomkins" will be opened by Dr. Jean Weir, Associate Professor of Art History at the Nova Scotia College of Art and Design. The artist Riduan Tomkins will be present.

● **GAZETTE STAFF MEETING** — at 4:00 p.m. in the Gazette office, 3rd floor, SUB.

● **PUBLIC SERVICE ANNOUNCEMENT** — The Canada Palestine Association announces the showing of the Swedish documentary film *Gaza Ghetto*. The film is the "Golden Lion Award" winner at the 1985 International Film Festival of Florence and illuminates the human dimension of the Palestinians living in the Gaza strip under Israeli occupation. Place: MacMechan Auditorium, Killam Library, Dalhousie University. Date and Time: Feb. 20, 7:30 p.m. Admission free. All welcome. For more information call 429-9100.

## ALSO

● **DAL ART EXHIBITION** — The 32nd Annual Student, Staff, Faculty and Alumni Exhibition, a display of painting, sculpture, drawing, photography, and crafts by members of the Dalhousie community, will run until Feb. 16, 1986 at the Dal Art Gallery.

● **DALHOUSIE WOMEN'S ALTERNATIVE** — meets weekly, alternating Tuesdays and Thursdays, Room 302, Dal SUB, 5:30 p.m. - 7:30 p.m. Next meeting Thursday Feb. 13. All welcome. For more information contact 425-1081.

● **PUBLIC LECTURE** — The public is invited to hear a talk by Montreal author and broadcaster, Alan Herscovici at the Public Archives of Nova Scotia on Thursday Feb. 6 at 12 noon. Herscovici is the author of *Second Nature: The Animal Rights Controversy*. This is the second in a series of public lectures on environmental conservation, sponsored by Dalhousie University's Institute for Resource and Environmental Studies.

● **VOLUNTEERS NEEDED** — The Veith House Ceramics Shop is looking for volunteers interested in "learning by doing" to assist with its ongoing ceramics operation. Training is provided, and shifts are flexible, weekdays between 9:00 a.m. and 4:30 p.m. Opportunities to participate in many aspects of ceramics production are available, and interested individuals may contact Veith House at 453-4320 for further information.

● **ST. JOHN AMBULANCE COURSE** — St. John Ambulance is offering "Caring for the Ageing", a certificate course, each Thursday evening from 6:30 - 9:00 p.m. The course will run from Feb. 13 - April 17, 1986 at St. John House, 88 Slayter Street, Dartmouth.

The course is \$25.00. Certificates are issued upon completion. For more information contact St. John Ambulance at 463-5646.

● **COURSES STARTING** — St. John Ambulance is pleased to announce March and April 1986 dates for First Aid and Cardio Pulmonary Resuscitation courses. Instructors will teach all courses at St. John House, 88 Slayter St., Dartmouth. Those interested in a course should register early as classes fill quickly. Call 463-5646 to reserve a place.

● **COMING SOON** — Caribanza '86.

● **OPEN CHESS TOURNAMENT** — The 1986 Annapolis Valley Chess Championship will be held Feb. 21-23 at Acadia University in Wolfville. This tournament is open to all chess players. Invitations have been sent all across the province in hopes of attracting a strong group of competitors.

For more information contact Tom Cosman, Box 263, R.R. 2, Wolfville, N.S., B0P 1X0. Phone 542-9443, evenings.

● **INDIAN CULTURAL NIGHT** — An evening of South Asian culture, cuisine and music will be co-sponsored by the Indian Students' Association (Indisa) and the Indo-Canadian Association of Nova Scotia (Inca) on the 15th of February.

This is the first venture of this scale for Indisa. The evening will include an Indian dinner, a cultural program of music and dance, and a costume pageant.

Amongst some of the cultural performances featured are the Holi Dance, some Gujarati dances, and a South Indian "murdungum" (drum) performance.

Tickets are available from Dr. R. P. Gupta; 424-3595/422-3393 and Sunita Sharma, 423-1988. They will also be on sale in the SUB lobby until the 15th of February.

● **INTERNATIONAL BOAT SHOW** — The Halifax International Boat Show is coming back to the Atlantic Winter Fair Building from Feb. 20-23. The show is the only one of its size and scope held east of Quebec City.

● **WORK PROCESSING** — IBM word-processing: term papers, theses, journal articles, books. \$1.25 a page. 454-8446.

● **ADDICTION** — There will be a program beginning on Tues. Feb. 18 at 5:00 p.m. in Room 224 of the SUB for all those concerned about drug and alcohol addiction. Join us for an opportunity to learn about the nature of addiction and how to help. Contact the Chaplain's office, Room 310 SUB, phone 424-2287. Sponsored by Dal. Chaplains and Dal Student Union.

● **ART SHOW** — Artists from Halifax, Montreal and Toronto will be represented in the fourth annual Art by Gay Men show at the Centre for Art Tapes, Feb. 3 to 22. The Centre for Art Tapes is located in the Alexandra Centre, 2156 Brunswick St. in Halifax, 3rd floor. Gallery hours are Monday through Friday from one to five. Call 429-7299 for information.

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