

# The Dalhousie Gazette

Volume 101

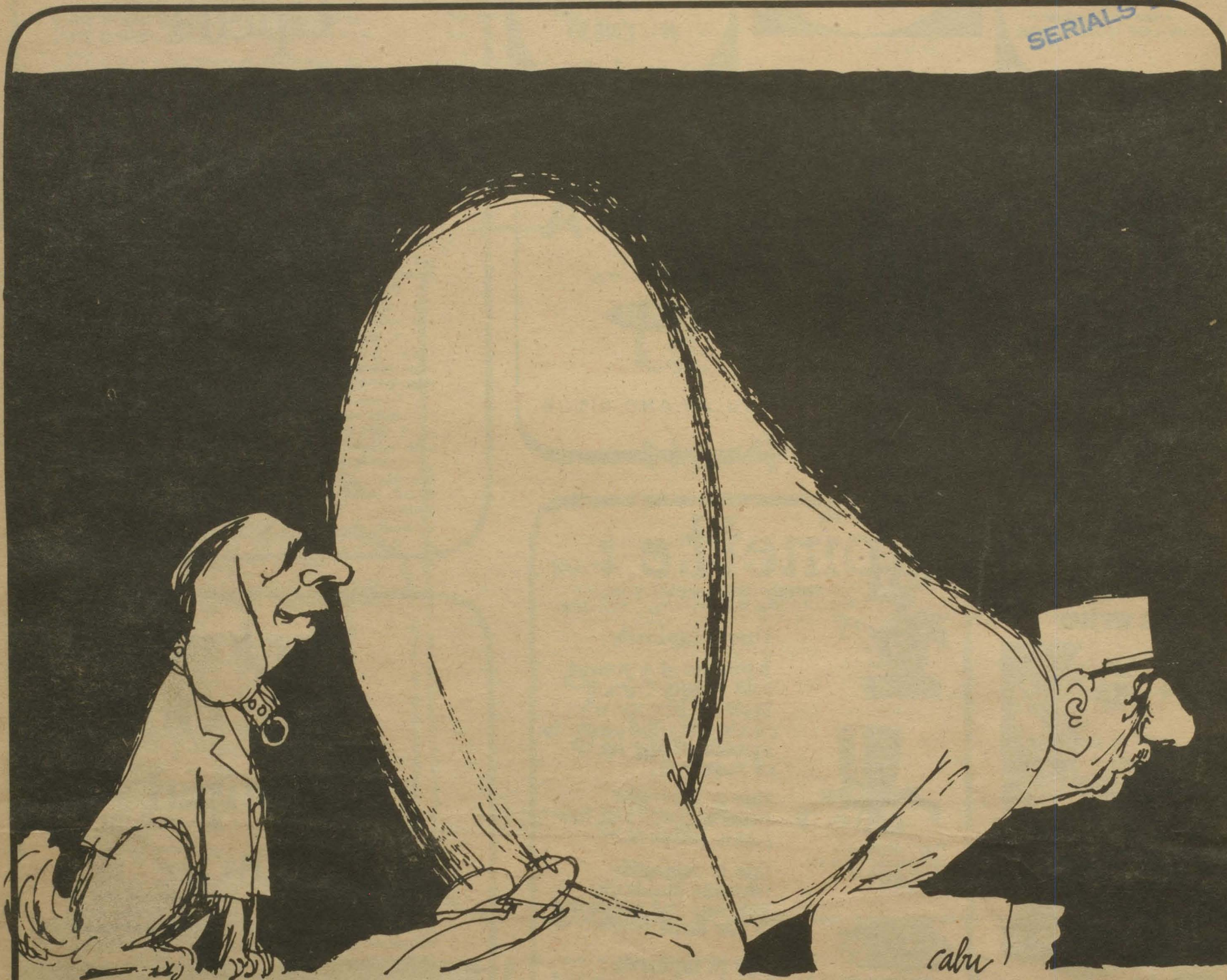
Halifax, N.S.

Number 3

DALHOUSIE  
LIBRARY

SEP 25 1971

SERIALS DEPT.



## LA VOIX DE SON MAITRE

**INSIDE: A SUMMARY OF THE  
FRENCH STUDENT REVOLT**

**ALSO INSIDE ALSO INSIDE ALSO INSIDE**

Editorial	P. 4
Frosh Essays	P. 8
Sports	P.P. 10 & 11



COMMERCE  
POWER

MAO SAY:  
COMMERCE  
PAY TOO MUCH  
INTEREST

## UBC Senate Opens Meetings

VANCOUVER (CUP) — The senate of the University of British Columbia opened its meetings to visitors Wednesday, but space restrictions will limit the audience to 30.

The open meetings are the climax of a year-long fight which started when UBC first elected student senators, who later threatened to quit if the meetings weren't opened.

Before accepting the decision by a 35-24 vote, the senate defeated motions to bar newsmen and non-students from their meetings.

Al Birnie, editor of the student newspaper, the Ubysey, said the move represents no advance as meetings were effectively open when student senators reported on them to their constituency.

"This move in no way increases student participation or control over the functioning of the university, the major question students are concerned with today," he said.

UBC joins Simon Fraser University as the only two universities in Canada with open senate meetings. McGill University is reportedly preparing to open its meetings. In all cases, senates frequently retreat to incamera sessions for important matters.



Someday  
I'll be an actress



or a writer



or a musician



or an  
international spy

Before you take Broadway by storm, you'll have to learn to be an actress. That's common sense. It also stands to reason that becoming a mature and graceful woman will be easier if you learn certain things now, like proper posture, speech and manners. There are some other things, too, that'll make femininity easier. Like Tampax tampons. The sanitary protection that was developed by a doctor to be worn internally. Tampax tampons are made of pure surgical cotton. The silken-smooth container-applicator assures hygienic insertion and easy disposal. Your hands need never touch the tampon. And there'll be no more pins, pads and belts to limit what you can wear. Try Tampax tampons. They're one of the little things that just might make it easier to become a famous woman.

**TAMPAX**  
tampons

SANITARY PROTECTION WORN INTERNALLY  
MADE ONLY BY CANADIAN TAMPAX CORPORATION  
LIMITED, BARRIE, ONTARIO.

**EXPORT "A"**  
*Canada's Finest*  
**FILTER**  
*Cigarette*  
REGULAR AND KINGS

introducing  
**lapinette** by *donkerz*  
the crassly commercial carrot-consuming advertising rabbit

**this is lapinette.**  
lapinette is a young and frisky french type of bunny who deals with the campus branch of the bank of montreal.

**this is lapinette,**  
before checking her bank balance.

**this is lapinette,**  
who has suddenly learned the meaning of the word *thrift*.

**this is lapinette,**  
who has just decided that bank managers are basically of kind of kind. you see, he advised her about student loans. truth is, a bank manager can't stand to hear a rabbit cry.

**all students—even rabbitic—qualify.**

**why not hop over?**  
we'll mind your money for you if you can't stay.

happy giving the impression that she is a paragon of affluence.

happy lappy clasps coins closely and contemplates the subtle difference between a parody and a pecuniosity.

happy lappy learns the subtle difference between a paragon and a parody.

happy lappy clasps coins closely and contemplates the subtle difference between a parody and a pecuniosity.

bank of montreal  
**campus bank**  
a thumping good place to bank on.

spring garden road & carleton street  
branch  
c.d.f. lusby, manager

## Students Tent On Principal's Lawn

KINGSTON (CUP) -- Twenty Queen's students spent last weekend in a tent city pitched on the University principal's lawn. The sleep-out was planned as an attempt to dramatize the housing shortage in Kingston.

Some 50 or 60 people spent Friday and Saturday nights discussing the housing problem, rent control and the university.

Michael Carley, spokesman for the Student Emergency Housing Committee, claimed success: "It drew attention to a very serious housing crisis not only in the academic community but also in Kingston. As well, it provoked a very lively debate in the media and forced the university to take steps it might not have taken."

Principal John J. Deutsch, away for the weekend, had earlier termed the camp-in "ridiculous" and said he would remain unswayed by "stunts".

The committee wants the university to provide more student housing in order to prevent landlord victimization of low income tenants. The Queen's Journal, student newspaper at Queen's, has uncovered cases of landlords evicting low income families to provide space for higher renting student accommodation.

## Americans Educated

WINDSOR (CUP) -- University of Windsor students took advantage of their strategically placed campus last week to do an education job on the millions of Americans who pass it annually.

During frosh week, students painted the slogan "American fascists" on the wall facing the Ambassador Bridge entrance, one of the largest ports of entry into Canada from the U.S.

So far there have been no indications the Americans are taking the slogan to heart. Windsor authorities have had no complaints.

# Student Loan change

## Province recognizes scholarship, marriage

By MAUREEN PHINNEY

Provincial student loans policy has been changed. At a meeting held on Sept. 13, the new changes were worked out.

Mr. G. d'Auray, Dalhousie Awards Officer, explained them to the Gazette.

There are three major changes. Students on University scholarships and bursaries will be able to retain \$150 of any scholarship from any agency, (i.e. a university or business company), other than the Provincial government. Under the old scheme they would not have been able to do this.

An example of how this rule operates for a student with a loan-bursary:

(1) Student gets \$1340 from the province: a \$1000 student loan, a \$340 bursary.

(2) He also receives a \$300 scholarship from Dalhousie.

(3) He is allowed to keep \$150 of the Dal Scholarship. The balance of the scholarship is deducted from the provincial bursary. Therefore, the \$1000 loan plus the \$340 bursary minus (\$300-\$150) leaves \$190.

(4) Thus the student ends up with: \$1000 student loan, 109 Nova Scotia bursary, 300 Dalscholarship, total: \$1490.

(5) However, if scholarships or bursaries were not deducted from the Nova Scotia Loan-Bursary, the student would have ended up with: \$1000 loan, 340 bursary, 300 scholarship for a total of: \$1640. So he loses \$150.

Loan policy for married students is also changed.

The basic family allowance has been raised \$600. It was \$2600; it's now \$3200.

There is also an allowance of \$600 as a deduction for married students' wives who work.

Graduate scholarships for married students now will be applied directly to their resources, rather than to their educational costs. Up to now this was not the case. Since these scholarships are now applied directly to the student's resources, he may be eligible for a Loan to use against family maintenance costs.

All married students' applications now in the hands of the province, whether processed or not, will be received by the supervisor, and changed according to this new rule.

Until last weekend, 2650 applications for student loans had been made to the province for an amount totalling \$2,000,000. It was recommended that an additional \$2,000,000 be applied for from the federal government from the total federal allotment (of \$13,000,000) for this purpose.

### The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

Published by the Dalhousie Students' Union  
Halifax, Nova Scotia, 429-1144. Printed by  
The Dartmouth Free Press, Dartmouth, Nova Scotia

Authorized as Second Class Mail by the Post Office  
Dept. Ottawa, and for payment of postage in Cash.

Editor-in-Chief ..... Ken Clare  
Managing Editor ..... Richard Daley  
News Editor ..... Maureen Phinney  
Features Editor ..... Kim Cameron  
Sports Editor ..... Gary Holt  
Advertising Manager ..... Alex McCleave  
Business Manager ..... Ron Sewell  
Photography ..... Dalhousie  
Photography Department

# The Revolution One Day Prior

By COUNT SELSTINKS

The Pensioner smelled his withered armpits, and remembered the glories of his youth.

Housewives fought in the supermarkets on the day of the final "bargain sale".

Headmen blew some gage crumpled on hazy linoleum floors. Blood was spilt.

Professors were perishing while publishing. More lectures to the void.

Trudeau banned students with a boyish smile, (and much Gallic wit).

The Manitobian burnt his wheat. Glut on the "free" market. 5,000 Kenyans died of starvation. It was a very hot day.

Marines landed in Quebec; invited by the legitimate government of W.A.C. Bennett to fight the liberation...oops Communist menace.

Yorkville was removed from the map. 10,000 automobiles had complained that it was a health hazard.

Harlem was blazing. Halifax was silent as N.S.L. & P. issued letters of apology.

C.B.C. began its fall season with a giant comedy starring Stanfield Sharpe. "The Just Society." Every Indian was issued with a T.V. set.

A.D.B. announced the forthcoming sale of Nova Scotia to D.B.S.

Manning declared his candidacy for the Liberal leadership. The troops were brought home. The N.D.P. lost its seat in Westmount.

Gold was discovered on Bay St. H. Hicks staked his claim. You too can broaden your intellectual horizons.

Barry Sadler performed in Regina. Dylan was buried in Dallas. The times they are a changing. \*\*\*

The following day the Red and Black took Ottawa. Purple skies exploded with lilted laughter. No one was surprised. . .and penny for your thoughts Baby.

COMMERCE  
TELLERS  
MAKE GOOD  
FRIENDS

Support  
our  
advertisers

They  
support  
us

Formal  
Wear  
RENTALS

Black or White  
Tuxedos and Accessories  
Available from Stock



2165 GOTTINGEN STREET  
PHONE 429-5936

HELP  
STAMP OUT  
OVERDRAFTS.  
SEND MONEY

CANADIAN IMPERIAL  
BANK OF COMMERCE



The Nicest People  
Buy their  
University Supplies  
at the  
Book Store

The New DALHOUSIE BOOK STORE On Campus  
For Convenience

in the basement of the Chem. Bldg. Extension



# Biafra

## Employing suffering to gain sympathy

BY RUFUS OKOTORE

The 14 months old civil war in Nigeria has reached another turning point, the old propaganda of self-sufficiency and abundant wealth claimed by the secessionist Biafra has given way to employing human suffering to gain sympathy and recognition from the Christian world.

I left Nigeria where I had lived for over 21 years when the war was in its infancy, so I am in a much better position to give worthy opinions about the fundamental issues underlying the war. Little significance should be paid to the sayings of the many Nigerian students here in North America: most left home four to ten years ago when everything appeared smooth-sailing, politicians amassing wealth, and corrupt practices just starting. These students are less informed of the later developments in the country except news written to them by their parents on two page letter forms and probably from newspaper reports which are never free from misrepresentation. They should be urged to return home after their studies to help in the heavy reconstruction that lies ahead rather than to demonstrate, as a few of them did in Ottawa, London, etc. a few months ago, and also not to sit tight here to accumulate the dollar.

Another group of people giving distorted views about the situation in Nigeria are the God-fearing missionaries, especially those of the Presbyterian Church. These have been carried away by emotions and their untrue utterances have done great injustice to Nigeria.

Suffice for the preamble. It will take many pages to outline in detail the fundamental issues involved, so I will only mention a few important ones which I urge all thoughtful persons to consider.

Nigeria, with a population of 55 million, has been plagued with tribalism, a disease that hampers nationalism in many countries. This arose from the basic fact that the geographical divisions of the

whole country by the British, the then colonial master, did not conform with the cultural divisions. This danger was not realized until recently, and the fruit it bore constitutes one of the basic issues underlying the civil war in Nigeria. The Biafrans, mostly the Ibo tribe, now occupying one third the former eastern region of Nigeria, told the outside world that they were the Jews, the best educated and most enterprising in Nigeria, hence the persecution. This statement is entirely wrong and misleading. The Yorubas, the major tribe (approx. 8 million) living in the north western region of Nigeria rank equally with the Ibos in all walks of life. This tribe even produced the first set of Nigerian medical practitioners and lawyers. The Biafrans failed to tell the world that they are intolerant, selfish, and very possessive. For ten years before the first military take-over, they teamed up with the Hausas, the major tribe in the northern region of Nigeria who are now their external enemies, to rule the country, exploit the riches of the country much to the expense of the Yorubas in the west. The Yorubas are more quiet and sophisticated.

Exploitation was carried out at the expense of nationalism, and tribalism was getting more deeply-rooted. In fact many of the self-acclaimed Biafrans now studying in North America, Britain, many European countries, etc. are benefactors of this peaceful coexistence between the Hausas and the Ibos. The tide turned and the building of a strong nation devoid of corruption, tribalism, etc. was imminent. This brought about the first coup organized by a few intellectuals in the army including the rebel leader, Mr. Ojukwu. The coup was not successfully carried out as anticipated, and had few tribal trailings. The Biafrans living and trading in northern Nigeria exploited badly these tribal trailings of the coup. Most of the political leaders in northern and western Nigeria were killed by the insurgents, while those in eastern Nigeria, the Ibos, were left un-

touched. The wild pronouncements by these Biafrans in the North angered the natives and there was a free-for-all fight between residents and non-residents in many cities in northern Nigeria. The Biafrans suffered heavy casualties compared with the Yorubas because they were more in number and also due to their aggressiveness. So the phrase "massacre" or "genocide" frequently used by the rebel leader Ojukwu and also the Biafran students should not be accepted as such.

Events that took place later were aimed at correcting the imbalance and the defaults of the first coup, thus the second coup overtook this. The most idealistic solution to the entire problem is the division into twelve states and the overhauling of the former constitution. Nigeria is on the threshold of completing these, if the rebellion is made to end soon. This division of the country into twelve states conforms with the cultural divisions. In the former Federal set-up, there was too much regional and tribal consciousness. This had helped the Ibos to form a strong bloc, seizing the radio network of eastern Nigeria, now called "Radio-Biafra" to broadcast effectively malicious statements. They are in fact the people committing the genocide by killing all the non-Ibos in eastern Nigeria in their midst whom they take as traitors for their recent defeat by the Federal government. The world is not yet aware of this atrocity.

The Ibos or Biafrans can still live peacefully, untormented by other fellow Nigerians if they turn over a new leaf - be more tolerant, less aggressive, and less possessive. I implore all friends of Nigeria who have answered the great call - providing food for the starving Biafrans - to forget the emotional aspect of the issue, help the Federal government of Nigeria to force her way into the Ibo heartland and rescue the innocent children from the tortures of life and death. These are the future scientists - great leaders of Africa.

## CUS and the Student Movement on Imperialism

Editor's Note: Another of the resolutions passed at the 32nd CUS Congress. Dalhousie voted in favour of this resolution.

WHEREAS imperialism constitutes the greatest threat to peace and to peoples seeking freedom and national self-determination.

AND WHEREAS the United States of America is the greatest imperialist power in the world today.

AND WHEREAS U.S. imperialism perpetuates economic underdevelopment in both the non-industrialized societies and in Canada today.

THEREFORE BE IT RESOLVED THAT CUS promote relations with other national student unions and youth organizations having as their goal national and social liberation.

AND BE IT FURTHER RESOLVED that CUS sever relations with national and international organizations opposed to struggles for national and social liberation.

AND BE IT FURTHER RESOLVED that CUS withdraw from the International Student Conference (ISC).

AND BE IT FURTHER RESOLVED that this conference expresses solidarity with student struggles for national liberation from U.S. imperialism.

## CUS on Vietnam

Editor's note: While refusing to unanimously support section 4 of this resolution, Dalhousie did vote for it as a whole, as did a strong majority of the Congress.

BE IT RESOLVED THAT CUS

1. condemn the imperialist and genocidal war currently being waged against Vietnam by the United States of America and its allies.
2. demand the immediate withdrawal of all U.S. and allied troops and further demand the immediate cessation of all acts of war against Vietnam in order to permit the Vietnamese to settle their own affairs.
3. condemn the Canadian government's political and material support for U.S. aggression in Vietnam and elsewhere.
4. support the National Liberation Front in its struggle for national liberation.
5. invite a National Liberation Front delegation to visit the member campuses in Canada.
6. actively support the International Week of Protest against the Vietnam war, and organize mass demonstrations during that week.

## A Course in Social Change

Plus ça change, plus c'est la même chose  
1967 (Fall)

VANCOUVER — Faced with a critical shortage of housing, UBC authorities have issued an urgent appeal to secure housing accommodation... "It's really bad," said AMS Shaun Sullivan, "people are coming into my office and telling me they can't find anything."

KINGSTON — 40 women and 50 men at Queen's University are now living in the La Salle Hotel in downtown Kingston.

The students are part of the overflow from Queen's residences.

KINGSTON — Kingston landlords and apartment owners discriminate against foreign students, a

West Indian student at Queen's University claims.

LONDON — University of Western Ontario students marched on campus Sunday and held a tent-in to protest a lack of suitable off-campus housing.

1968 (Fall)

TORONTO — A housing by-law in the Toronto suburb of North York is preventing some 300 York University student from getting adequate accommodation.

KINGSTON — Queen's University will hold a "tent-in" to protest campus housing shortages. Principal John J. Deutsch called the tent-in a "ridiculous stunt".

TORONTO — The student council at the Univer-

sity of Toronto began work Monday on a tent city designed to publicize the university's student housing crisis.

U of T president Claude Bissell said the students were right but added student accommodation was always scarce because university resources were concentrated on academic buildings.

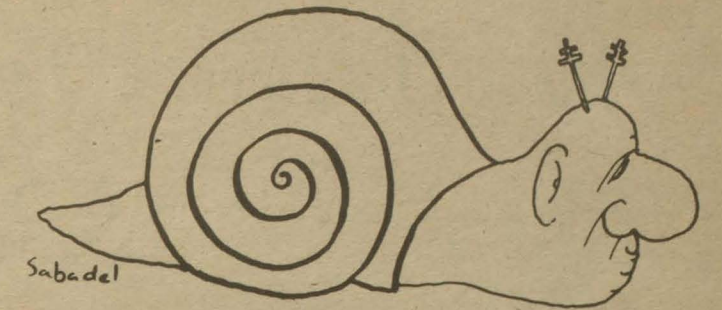
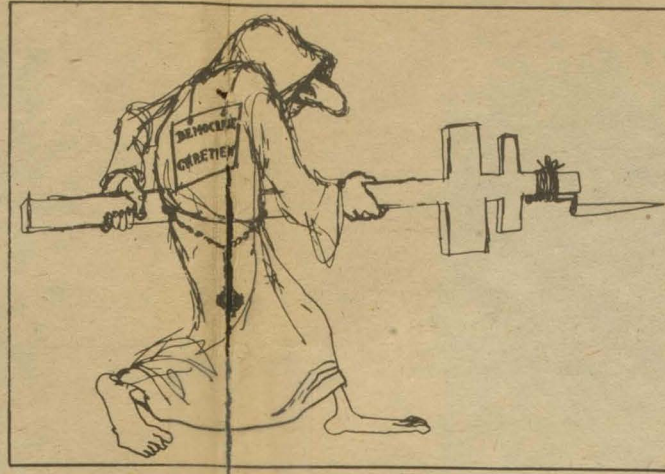
TORONTO — A dozen University of Toronto students Thursday picketed an apartment building whose landlord they say is forcing families out to bring in student tenants at exorbitant rates.

KINGSTON — The Queen's Journal has uncovered cases of landlords evicting low-income families to provide space for higher renting student accommodations.

"Everybody talks about the weather, but nobody does anything about it!" Mark Twain

# L'ENRAGÉ

N° 4 . HEBDOMADAIRE . 8 RUE DE NESLE. PARIS 6° . PRIX 1 FR. 17 JUN 68



## The French revolt has only begun

Bruce Archibald, Associate Editor of the Gazette, has recently returned from France. He witnessed first-hand the events which led to this analysis of the French student-worker revolt. Cartoons accompanying the article are from the pamphlet Enrage which had its beginning in the first weeks of the Paris riots and has continued to provide pictorial comment in the weeks which followed.

The drama of the summer which unfolded on the French political stage has had great influence on the course of politics, not only in France but in all Western nations who profess to operate on democratic principles. French students seemed to all observers to be behind the protest hand-wagon before the events of May. But appearances can be deceiving and were - the universities were seething with discontent well before the storm broke in May. Conditions in university were familiar ones: - authoritarian control of discipline and all facets of administration, absence of student voice in decisions concerning course content, and the ever-present sense of being part of the elite in training to continue an elitist society.

### Need for Society Reform

It was the realization of this last factor which gave the significance to the original student movement. Student activists worked under the assumption that academic and administrative reform would be of little value unless the role of the university in society could also be altered. Such an alteration would be impossible unless, in turn, the control of the university was taken from the hands of business and the "establishment".

Before the events of May, one would have said that such a program was completely out of touch with reality. Modern sociological opinion seems to feel that "the revolution" will not take place in modern industrial society. Fanon sees the source of revolution in the underdeveloped world; Marcuse regards the working class as a conservative group. But the French working class rose to the revolutionary occasion with such a force that even the communist party was taken by surprise. The "uprising" in France was infinitely close to success yet was guided by principles which could be considered "traditional Marxist".

The students, under the audacious leadership of people like Daniel Cohn-Bendit, became the vanguard of the revolutionary movement. The general strike of students and teachers in May was repressed with

such violence by the French Riot Police that public opinion swung behind the students and from the 10th of May onwards the strike in education was supported increasingly by strikes in industry until over 10 million workers (the vast majority of the French labour force) was on strike.

### Labour takes Initiative

French labour was not on strike merely out of sympathy. The cost of living in France is one of the highest in Europe while only the Italian average was less than that of the French. But the interesting fact is that as the strike continued the workers became more and more interested in democratic control of their own factories rather than in pure financial gain.

This stance was unforeseen by union leaders, who were being out-flanked to the left by their own membership and whose negotiations for mere pay increases and better hours were viewed by many workers as a "sell-out" to the capitalists of the Gaullist regime. Such an attitude, though usually generated by younger workers, was not necessarily located in centres of student activism, but spread throughout the industrial areas of France. The commonplace habit of blaming such situations on student "trouble-makers" does not hold true. People were reacting to 10 years of Gaullism which had left them in the backwash of the more spectacular efforts to gain prestige and the support of public opinion -- the French H-bomb, a large foreign aid program, the politics of the Common Market, an attempt at an independent foreign policy, and in a more mundane sense the cleaning and refurbishing of public buildings and monuments. The needs of the ordinary man had been forgotten in the greater glory but the nemesis had come.

### Lack of Leadership

As the strike went on, however, the lack of leadership on the left became painfully obvious. Trade union leaders were more concerned with material gains than revolutionary change; the Communist Party tried to harness the student initiative and direct it through "legitimate" channels. Students called this a sellout, a program of reformism rather than real change.

An interesting comment came from the right-

wing newspaper the Figaro which felt that the Communist Party and Trade Unions leaders had conducted themselves, for the most part, with great restraint. Many observers believe that if the Communist Party had taken up a revolutionary line De Gaulle might have fallen.

This is not mere optimism on the part of political activists of the left. There were many in the owning and managerial classes who felt that the time had come and were hurriedly transferring their savings to foreign banks in preparation for a hasty departure.

### Election in Retrospect

A short analysis of the election just called can best show the development of the political situation. Gaullist forces united with those of the extreme right to present a united front against "the chaos of anarchy" and the "new menace of communism".

De Gaulle had regained complete control of the radio and T.V. running a propaganda campaign which the other parties were powerless to reply.

Seven radical political organizations were banned from the elections, and the election roles used were the same as the last election so that few people under 23 were able to vote.

However, these measures played a minimal role in the Gaullist victory. The major factor was fear, and the Gaullists used it to best advantage. As one communist party official put it "Every car burned means thousands of votes for the Gaullists". While the strength of the moderate socialists remained about the same, the communist party lost in the polarization to the left by those who considered the Communists to have sold-out. The only party of the far left which gained was the Parti Socialist Unifié which upheld most of the revolutionary principles advocated by "hard-line" elements among the students, workers and intellectuals.

What does this leave on the French political scene?

On the surface one has a strong Gaullist government, guardian of the status quo, spouting liberal rhetoric and having to make definite concessions though not sweeping reforms. The regime has definitely been strengthened, but De Gaulle's desire to eliminate class and generational conflict has been shattered.

During the events of May, De Gaulle was forced to use police state tactics which never generate the spirit of compromise on which a liberal democratic government is supposed to operate.

Great numbers of "sympathizers" have been forced to take up active positions, so that while De Gaulle's opposition may have (officially) decreased numerically, it has a stronger core. As initiators of the whole chain of events, students have been "used" by the forces of the moderate left to swing opinion their way, and used by the Gaullists as convenient scapegoats.

The negotiations which are now taking place between the government and the universities will certainly result in academic and administrative reform, but as for the real question of the changing role of the university in society, nothing can possibly change under the Gaullist regime. The fact that riot police still occupy most of the university buildings shows the atmosphere under which negotiations are taking place.

### Problems for Consideration

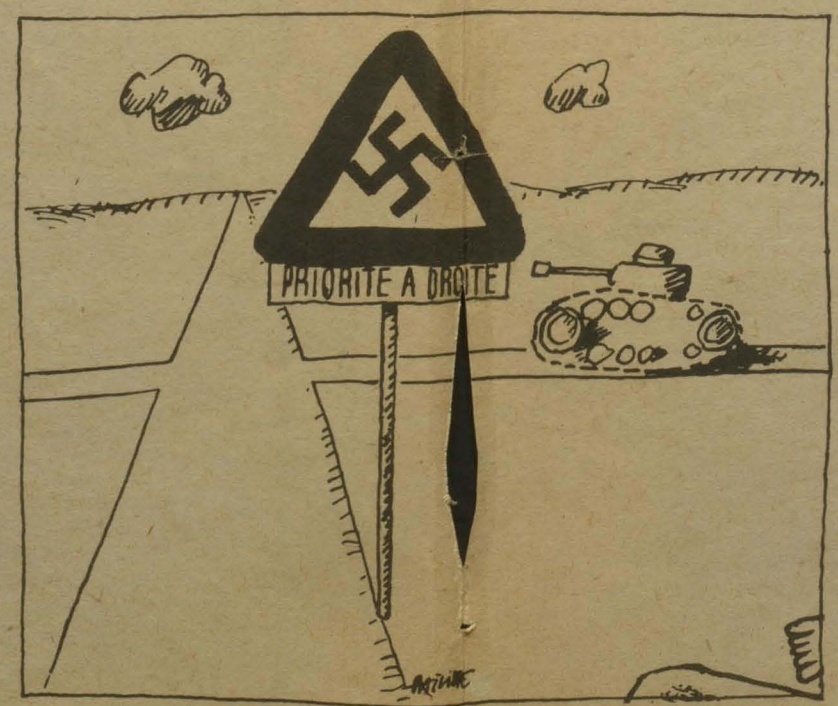
Presuming that Canadian students have and should have many of the same aims as French students -- democratization of the university, improved teaching standards, and a more meaningful role for the university in society, what can we learn from the events this summer in France?

Firstly, students must begin thinking politically. The political awareness, enthusiasm, and sense of social responsibility possessed by the majority of French students is at a much more advanced level than those of the Canadian student. In French universities there is no longer the feeling of being in a sterile intellectual community, removed from real life where politics is some sort of game. French students are in the thick of the political process, they know it, and they are prepared to act upon that knowledge.

The main problem for the "left" posed by the eventual failure and repression of the university "revolution" is the age-old (or Marx-old) question of "revolution versus evolution" as the proper tactic.

Did the student-worker posture of absolutely no compromise (which certainly led to the right-wing reaction on the part of the population) embitter possible sympathizers and prevent greater reform via "conventional legal" means or is real progress possible along this line. Is confrontation and polarization the best means to effect change. Some sort of comment, if no answer, to this question, will present itself this fall when the French universities resume their courses in the late fall.

Student politicians, activists, and those with any sort of social conscience should be waiting the coming events and study them eagerly. The French social ferment is not yet over.



# On the Circuit

## Council hears reports of summer work

Council hit the circuit early this year, taking its first meeting into the dining hall of Sherriff Hall, and boring into oblivion the small crowd of eager ladies who attended.

The necessary reports of the Union's summer labours lasted well past the tolerance point for all but Council members themselves.

Robert Daley, member at large, told the Council that due to technical problems only 700 copies of the Course Evaluation booklet had been published. However, they were well received and that satisfaction with the booklet seemed general. He suggested that Council sponsor student professor seminars to discuss whether or not each got what he wanted from last year's evaluation.

"A kind of a pyramid — with me at the top" is the present organizational condition of Open House, Peter Cook, boss of the March 14th and 15th extravaganza, told Council. He also stressed the new difficulties of having to show off the Tupper building near the time that Medical students were writing exams.

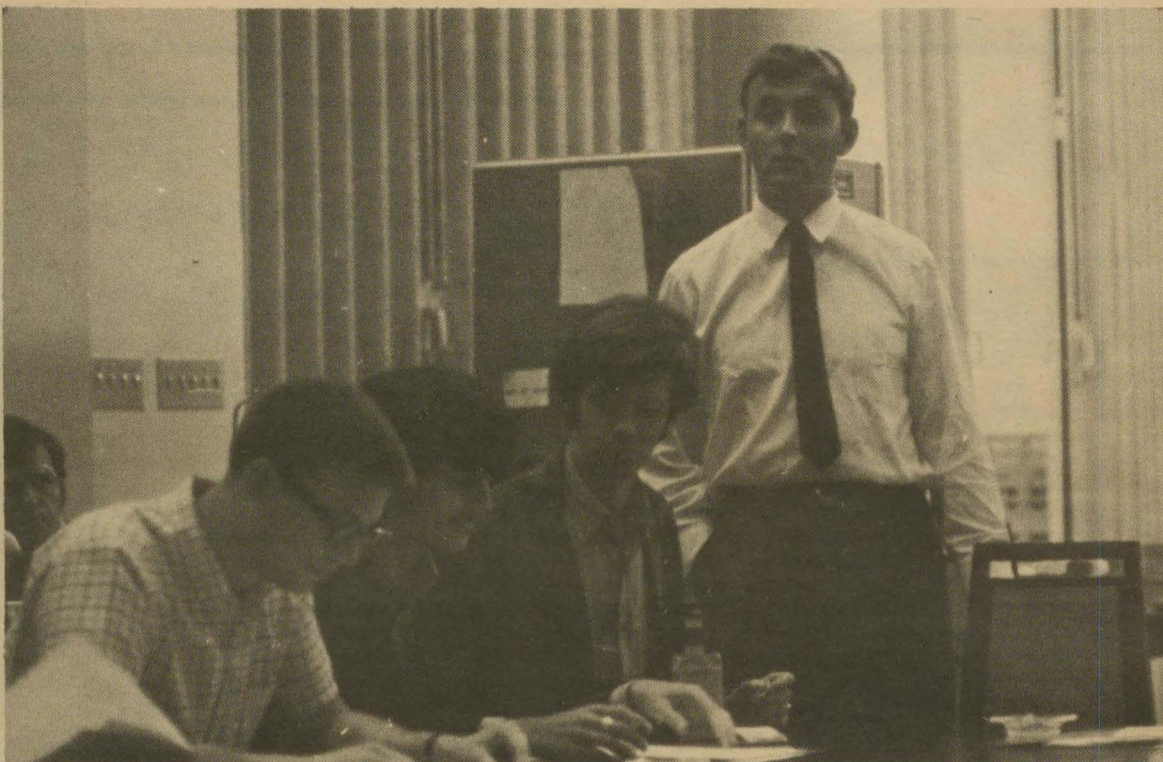
Robert Bagg, Orientation Chairman, reported a \$2000 deficit for his two week effort. Due to the increase in numbers of Frosh, Bagg told Council, "If we want an orientation next year, the council is going to have to back it — it can't pay for itself, unless we charge first year students \$10 a head."

President A.R. Smith announced the resignation of Vice President Jim Barlow, and informed Council that the election for a new No. 2 will be held at the same time as that of the Education Rep. on 2 October.

After a disjointed debate on the bookstore issue, in which it took a quarter-hour to discover that no one disagreed with the actions and intentions of last week's demonstration, a joint Council-Committee for fair book prices was formed to further investigate the bookstore, in light of current financial statements

of the University, which Council has received, and to consider what action is to be taken. The Committee on Academic affairs was established to examine ways to increase the representation of students on faculty boards.

Among the issues to be discussed by Council in the near future, Smith pointed out, are CUS and reorganization of Council, "so it can become a deliberative and policy-making body, rather than an administrative one."



Council members Sharphan, Pittas, and Bell listen as President Smith talks on.

# the State of the Union

(Text of Remarks on the State of the Union made by A. Randall Smith, President, the Dalhousie Student Union, to the Council of the Union, September 17, 1968).

I wish to address the Council on the general state of our Union's affairs; to discuss briefly the stewardship of the Council over the summer months and; to set before you, in a general fashion, some of the immediate business of the Council during the coming session.

1968 is a significant year for students in universities. It has been a troubled and tense year: from Paris to Berkely; from Columbia to Simon Fraser, this year has been referred to as "the year of the Barricade". I do not intend to dwell on this at this time other than to direct this Council's attention to our times and its events, and the relevancy of these events to this Council.

The time of Student Councils as mere social programming agencies, devoted to the pursuit of pleasant weekends and club-like activities, is at an end. Some Councils have recognized this fact of life, and have responded. Other councils have had this fact rudely thrust upon them by their constituent student bodies. I believe that this year offers this Council a real challenge: to direct our attention and efforts to the analysis and solution of real problems of genuine concern; rather than to the artificial issues in an unreal environment.

A Student Union should exist to serve the aims and objectives of its members. These aims and objectives, in my judgement, fall into three broad areas. The first is to provide a medium through which individual students and groups of students are offered an opportunity to realize their full individual self-development through the para-curricular and extra-curricular activities and programs co-ordinated by this Union.

Secondly, this Union exists to provide essential group social services unavailable from other public bodies; but necessary to university students. This involves the student views and requirements as members of the university community; the student in his relationship with extra-campus institutions, public and private; and the student and the community at large.

A third area is that of the Union's role in the articulation and attainment of the social, political and economic goals set by students in relation with themselves; their university and their society. There are those who suggest that this last area is subject to debate. That it is somehow improper for the student to attempt to grapple with the realities of the society of which he is a part of; because they fail to see any relationship between this and formal educational goals. This is not my view and I hope that it is not this

Council's view. We are, above all, members of a community of scholars. In the words of the late John F. Kennedy, "the educated citizen has an obligation to serve the public. . . he must be a participant and not a spectator."

Those who seek to ignore any of these areas, those who seek a Union which is merely a social programming body for recreational pursuits or those who would have this Union concentrate its efforts and attention exclusively on social and political matters are equally guilty of failure to recognize the aims and purposes of this Union, as set by the general membership.

Those who would deem themselves fit to lead, without recognizing the basic democratic responsibilities of representation have no place in an organization that seeks to be open and democratic. Those who seek to advance themselves personally, through the medium of student government, at the expense of their fellow students, have no place in an organization which is devoted to service; to others as well as self.

I make these remarks in the hope that it will set each and every Council member thinking as to his own reasons for being here; his own goals; his own performance. I say it because I believe that this Council has a very unique opportunity to expand, to mature, to develop—in essence, to become relevant to our fellow students and our problems today.

I turn now to matters of immediate concern. Late in June, a number of students met with representatives of the university administration and faculty association to discuss matters of mutual concern. The meeting was experimental, and was thus not structured with any definite immediate ends in mind. I, and I think others, found this meeting to be both interesting and informative. It gave us the opportunity to exchange respective views on a number of important issues. In my view, this meeting was worthwhile, and I intend to continue such talks in the future.

The occasion in June afforded me the opportunity to indicate that we intended to continue to press for attainment of the goals set forth in the Ashworth Brief on Student Representation on the Senate and the Academic democracy brief. Indications are that substantial progress can be made on these issues in the coming year. Fundamental to success is the degree of clarity and determination of this Council in these matters. In all frankness, the degree of progress depends in large measure upon this Council. I intend to ask this Council to set up a Committee on Academic Affairs to redefine and articulate student goals on matters of student participation in the university community so

that we may press on in matters of immediate vital concern to all students.

As I indicated to this Council in the Spring, the opening of the new Student Union Building offers an exciting challenge to all of us. First, the new S.U.B. frees us from the restraints and restrictions that have for too long hampered the implementation of effective programs. Secondly, the very existence of this student planned and co-ordinated project establishes the competence and responsibility of university students; a subject of some debate within this community. I might add that this building will be the first in the last several buildings erected on this campus that has been brought to fruition with the financial constraints contained in the budget. And I might add, it was accomplished by students.

Most importantly, the new Student Union Building offers us the opportunity to re-assess our aims, our policies and; the degree to which we are realizing these aims and goals. The opportunity to change the intellectual and spiritual environment of this Union at the same time we change the physical is too great an opportunity to pass up. This chance will not come again!

Amongst the proposals that I ask the Council to consider is one dealing with the re-organization of this Union Government's structures. For too long, undesirable conditions and attitudes that we are so quick to criticize in others have existed within our own house. We all decry student apathy. It is incumbent upon us to recognize that part of this apathy is due to the very structures and organizations we presently use.

By the above, I mean that the organizations and agencies sponsored by this Union must formally and informally encourage each and every student to participate. The Union Constitution guarantees the right of all students to have free access to Union facilities and programs. We must now proceed to offer these facilities and programs, complete with the encouragement of criticism as to goals, to all students; not merely acknowledge that these rights do exist. A club-like atmosphere may be congenial—to those in the club! Organizations must become more open and accessible; not merely perpetuate the privileges of various interest groups—whether Council or GAZETTE.

In short, I would like this year to mark the commencement of the Dalhousie Student Union as an active, vital, aware and representative body in which each and every student feels he has a personal stake.





# “Upperclassmen are good heads- Just ask them; they’ll tell you”

Dear Sir or Madam:

Why should you consider me, a “lowly” Frosh as a person rather than a vegetable? In the first and foremost place vegetables are grown and brought up in a garden - earthy though they may be. No doubt a few days of my years were spent in Grampy’s garden but by no means was I raised in the filth of a garden.

Vegetables are too unthinking and unknowing but we as Frosh are bubbling, vibrantly inquisitive -- eager to learn all about on-campus and off-campus so that we can generate such enthusiasm and as shown by the higher upperclassmen - work Frosh, stand up Frosh, sit down Frosh, sign your name Frosh.

We aren’t completely ignorant of the worldly campus life. We’re ready for English 100 because we know “she sings well” - pity those upperclassmen. After all, they’re stuck with wasting our time as well as their own!

But furthermore, vegetables are edible “the gems of the earth” and we may be the “gems” of this particular part of the earth, but we feel we are hardly about to become a permanent part of the new S.U.B. cafeteria.

Therefore, since I think we have very little resemblance to vegetables, we should be considered as people and the wonderful upperclassmen we will be.

Kathy Walker

People are above vegetables because they have brains. Brains enable upperclassmen to speak, walk, eat, etc. They also enable upperclassmen to watch Frosh speak, walk, eat, etc. Therefore how can they maintain that a frosh is a vegetable? It’s like calling an upperclassman a vegetable, something a good frosh would never do. . . .

Bonnie MacKenzie

### Frosh are Not Vegetables

Frosh are infinitely more useful than vegetables. Vegetables can only be eaten, which is not culturally appealing. The poems and chants recited by Frosh are delightful to the ears of the cultured.

Vegetables are also incapable of carrying trays, lighting cigarettes, and performing other invaluable services. Frosh are skilled in these tasks, and constantly receive opportunities to practice their accomplishments. Because Frosh are indispensable to supreme beings, they should be considered as superior to vegetables.

I am not asking that Frosh be rated as approach-

ing the glorious position of an upperclassman, but some recognition of the value of a Frosh is merited. Frosh traipse all over the campus to learn their way around to a degree which satisfies the sophomores. This deed takes a great deal of time and effort, and vegetables do not even try to do this for the wonderful upperclassmen.

Margaret Roy

An upperclassman is a Frosh who thinks he doesn’t need a name tag. However, some dumb ones, like John Ure, still can’t remember their name in the second year. Their stupidity is even inferior to their looks. Their only usefulness is a good laugh and eventually a . . . Most of the time they wander about aimlessly, get stopped, or follow around someone with class (a Frosh). The only reason they made it through the first year was because they were Frosh. Upperclassmen can’t read too many words so you have to make paragraphs about them short.

E. R. Head

### Defence of a Frosh

I personally don’t think Frosh should be treated as vegetables. First of all, vegetables are to be eaten, and merely the thought of devouring a Frosh as a noon-day meal is sickening. All Frosh are people, no matter what the upperclassmen think. They are humans with feelings and emotions just like everyone else. It isn’t our fault it’s our first year at college. We have to start somewhere. We can’t skip the first year. Being treated like a vegetable gives one an inferiority complex. A Frosh just shudders with fear at the thought of being chopped up in some foul stew and then being gobble into some fat stomach. So please treat us as the people we are, not the vegetables we aren’t.

Donna Jessome

### Why Frosh Should Be Considered People Not Vegetables

Frosh should be considered people not vegetables because Frosh who are told to be onions can get carried away with the idea. Frosh also, believe it or not, eat, sleep, drink, and participate in all kinds of things upperclassmen do. Amazing, eh! Since a vegetable can do nothing. The stupid upperclassmen contradict themselves by ordering Frosh to do their own work. Amazing how a vegetable works. Just think of all the harm done to the poor Frosh who cry themselves to sleep every night because they think they are some kind of vegetable lying there rotting.

Margie O’Hara

Frosh - a derogatory label suggesting sub-humanism - is unjustly stapled upon any and all geniuses unfortunate enough to suffer an earlier flowering (incubations? . . . hatching?) than an upperclassman (i.e. one who invariably suffers from a lack of any class at all.) Why should a biological occurrence separate scum? Who can differentiate between old “scum” and new “scum”? To paraphrase an earlier genius - “A scum is a scum is a scum”. (I dare not contemplate the use of “A scum by any other name would smell as sweet”) Besides the traumatic experiences suffered at the hands of sadistic almost invariably result in a determined revenge - i.e. not participating in the post Frosh activities, i.e. no money in new dues!! Therefore the whole approach of the upperclassmen back-fires - first in financial matters, secondly in the valuable friendships and aid of the Frosh due to upperclassmen’s stupidity.

Ladies and gentlemen, I rest my case.

Jeannie Wong

The dire but beneficial Freshman’s week imposed on new Dalhousie students by the sophomores is in my opinion uncalled for. The upperclassmen have been much too harsh and unscrupulous for I have known Freshmen who have done more than two hundred push-ups in three days! This statement is in no way hyperbolic. Very many upperclassmen have been quite easy on me but it seems to me that my punishment has been ruthlessly lashed on some unfortunate Freshman. I also detest the fact that some upperclassmen take the opportunity to pick on the Frosh during the Freshmen’s week.

Frosh



# Tigers Overwhelm Mounties 40-1

By GARY HOLT

A fourth quarter scoring binge which netted the Tigers' 20 points lifted Dalhousie to a 40-1 victory over the Mount Allison Mounties.

### PASSING ATTACK

The lightning struck from the passing arms of rookie quarterback John Farrell and sophomore Jim de la Mothe. Farrell's strike to Doug Quackenbush for 45 yards and a TD set the tone. A few moments later Quackenbush caught another aerial, this time from Jim de la Mothe, and rambled for the major

score. The play covered 54 yards. De la Mothe finished the scoring with an 11-yard strike to rookie flanker Ed Skiffington.

### SLOW START

The Tigers started slowly as starting quarterback John Farrell fumbled to set up Mt. A's only score of the game, a single as a result of a 20-yard punt by Tom Aiken. Farrell atoned in full measure for his early jitters as he directed an 8-play march covering 85 yards for the Tigers' first touchdown. The drive was highlighted by the running of Bob

Lewington and Rob Daigle and a pass to Doug Quackenbush for 25 yards. The TD play was a 5-yard smash by Rob Daigle. Vic "Golden-Toe" Arnold made no mistake on the convert and the Tigers led 7-1.

The Tiger MVP of last year, Jim de la Mothe, came off the bench in the second quarter to direct the Tigers to their second score. The march covered 77 yards in eight plays. De la Mothe ran 21 yards and threw 29 yards to Tom MacKenzie to sustain the drive. Rookie fullback Harold Townsend punched the ball over from the one. Arnold's convert attempt was wide.

### GOAL-LINE STAND

The defensive gem of the game was turned in in the early moments of the third quarter as Mount Allison had a first down at the Dal one yard line. The middle of the defensive line threw Mount A fullback Bruce MacDonald for successive one-yard losses and then defensive half Bill McLeod knocked down a Tom Aiken pass in the end zone.

### PUNT RETURN

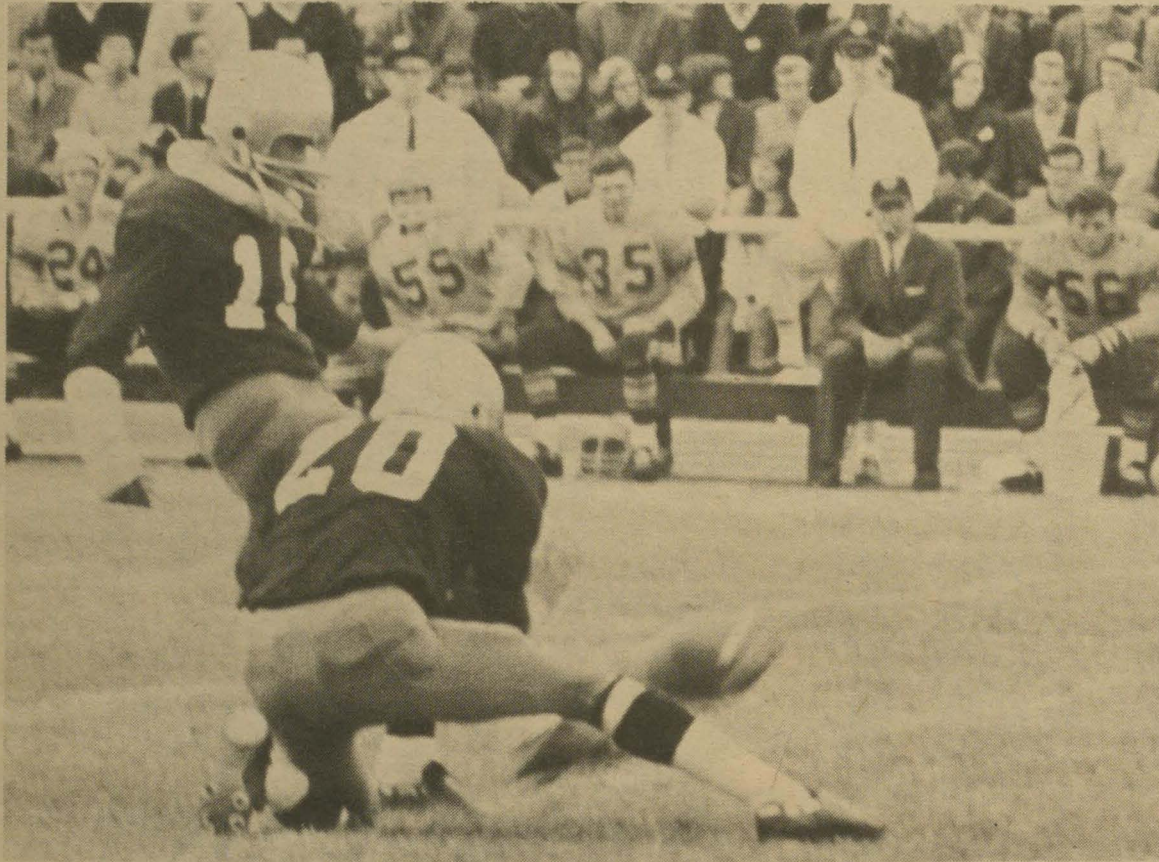
Probably the most exciting play of the game occurred in the third quarter. Harold Townsend gathered in a Tom Aiken punt on his own 19-yard line, cut to his right behind a wall of blockers, and sped down the side-lines, cut back to the middle of the field near the Mount A goal line, but ran out of gas and was caught from behind the five. On the next play Bob Lewington fumbled and Mount Allison took over.

### LEWINGTON SCORES

John Farrell directed a drive late in the third quarter for the Tigers' third TD. The highlight was his own 20-yard run. From the 3, he gave the ball to Bob Lewington who rolled through a huge hole for the score. Vic Arnold converted. This set the stage for the passing display of the fourth quarter. Defensively, the standout performers were rookie middle-linebacker Gord Ladbrook who led the team in tackles, cornerback Vic Arnold, who was second in tackles, and half-back Bill McLeod who intercepted one pass and knocked down several others.

### STATISTICS

John Farrell was good on six of nine passes for 164 yards, while Jim de la Mothe completed five of seven for 137 yards. Bob Lewington gained 79 yards in 16 carries to lead all rushers, Doug Quackenbush caught three passes for 125 yards while Tom MacKenzie caught three for an even one hundred yards.



Stu Barry (20) holds as Vic Arnold (10) connects on one of four converts he kicked against the Mounties. (Photo by Bob Brown)

## Quackenbush, Daigle, de la Mothe Head 1968 Varsity Football Tigers

This year's edition of the Dalhousie Tigers is made up of three seniors, four juniors, 15 sophomores and 17 freshmen. Heading the list of returnees are co-captains Doug Quackenbush, Rob Daigle, and Jim de la Mothe. Quackenbush and Daigle are four-year men, while de la Mothe is a sophomore. The remaining senior is Barry Black; juniors include Tom MacKenzie, Keith Kingsbury, Peter Quackenbush, and Henry Webber.

Returning sophomores are Jim Hurlow, Bob Lewington, Bruce MacLellan, Jim de la Mothe, Dave Surette, Lionel Carriere, Bill McLeod, Jake Morash, Eric Thomson, John Candiotto, Rob Taylor, and Chuck Lapp.

### Newcomers this year are:

Tom Pill (cornerback) — a veteran of the Ottawa Sooners and the UNB Red Bombers.

Ed Skiffington (flanker) — a graduate of Moncton High School.

Vic Arnold (cornerback) — a graduate of Queen Elizabeth High and former player with the Halifax Buccaneers.

John Farrell (quarterback) — a graduate of Dartmouth High School.

Stuart Barry (defensive back) — a graduate of Q.E.H.

Rob McKelvie (defensive halfback) — from Essex, Ontario.

Harold Townsend (fullback) — from Belleville, Ontario.

Dave Amirault (guard) — a graduate of St. Patrick's High in Halifax.

Peter Udle (linebacker) — a graduate of Q.E.H.  
Dave Clifford (guard) — a graduate of St. Pat's and another former Halifax Buccaneer.

Gord Ladbrook (linebacker) — from Toronto, Ontario.

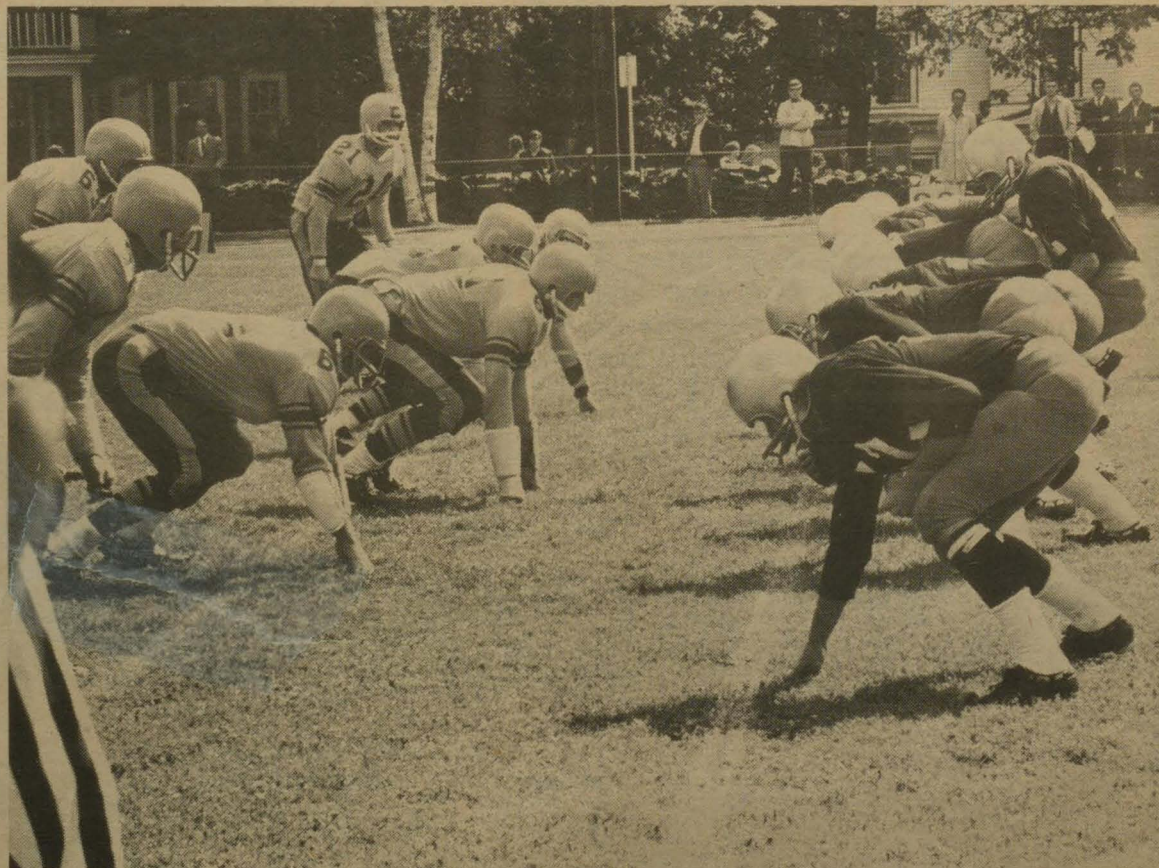
George MacKenzie (guard) — from Toronto.  
Morley Pitts (defensive end) — from Toronto.

Howard Giddy (defensive end) — from Dartmouth.

Fred Tokaryk (defensive tackle) — from Ottawa.

Peter Longarini (tackle) — from Sault Ste. Marie.

Wayne MacDonald (tackle) — from Cornwall, Ontario.



QB John Farrell stands behind the Tiger offensive line calling the signals for the play to be run against the Mount A defense. (Photo by Bob Brown)

COMING NEXT . . . .

SEPT. 21 -

DALHOUSIE AT ST. DUNSTAN'S

SEPT. 28 -

ACADIA AT DALHOUSIE



Eaton's features Daytime, Playtime, Datetime  
 The Many Looks of *Bobbie Brooks*

The great Shetland grouping, on the scene, on the campus, football games, great bold plaids, beautifully muted heathers, great new lengths in jackets, top stitching, the newness of the pleater skirts, total action . . . score touchdown with the bigmen on campus in sportswear separates in a Shetland finished wool, plain or plaid to mix and match; Play the separates game for fall '68. Plain colours, heather green, heather persimmon; plaids green with pink and persimmon with tan. SIZES 6 to 16

Our model is Miss Barby Shears, Eaton's Acrilan Student princess whose ambition is to study law at Dalhousie after completing grade twelve at Queen Elizabeth High. See Barby in the fall fashion issue of Miss Chatelaine.

**Cutaway Jacket**

Price  
**\$25<sup>00</sup>**

Fully lined,  
 plain or plaid.

**Fully Lined Slims**

Price  
**\$16<sup>98</sup>**

Plain or plaid,  
 slightly tapered legs.

**Kicky Pleater Skirts**

Price  
**\$15<sup>98</sup>**

Sewn down pleats,  
 high waisted. Fully  
 lined.

**Roll Collar Sweater**

Price  
**\$14<sup>98</sup>**

Long sleeved pullover,  
 new great length, one  
 pocket, detachable belt.

Eaton's sportswear for action girls, mall level, 246

**EATON'S**

Eaton's Store Hours: Monday, Tuesday, Wednesday and Saturday 9:00 a.m. to 5:30 p.m. Thursday and Friday 9:00 a.m. to 9:30 p.m.

Telephone 455-2525 all day, all night except Sunday to place your order from store or catalogue. Call 454-8511 during reg. store hours concerning general store business.