

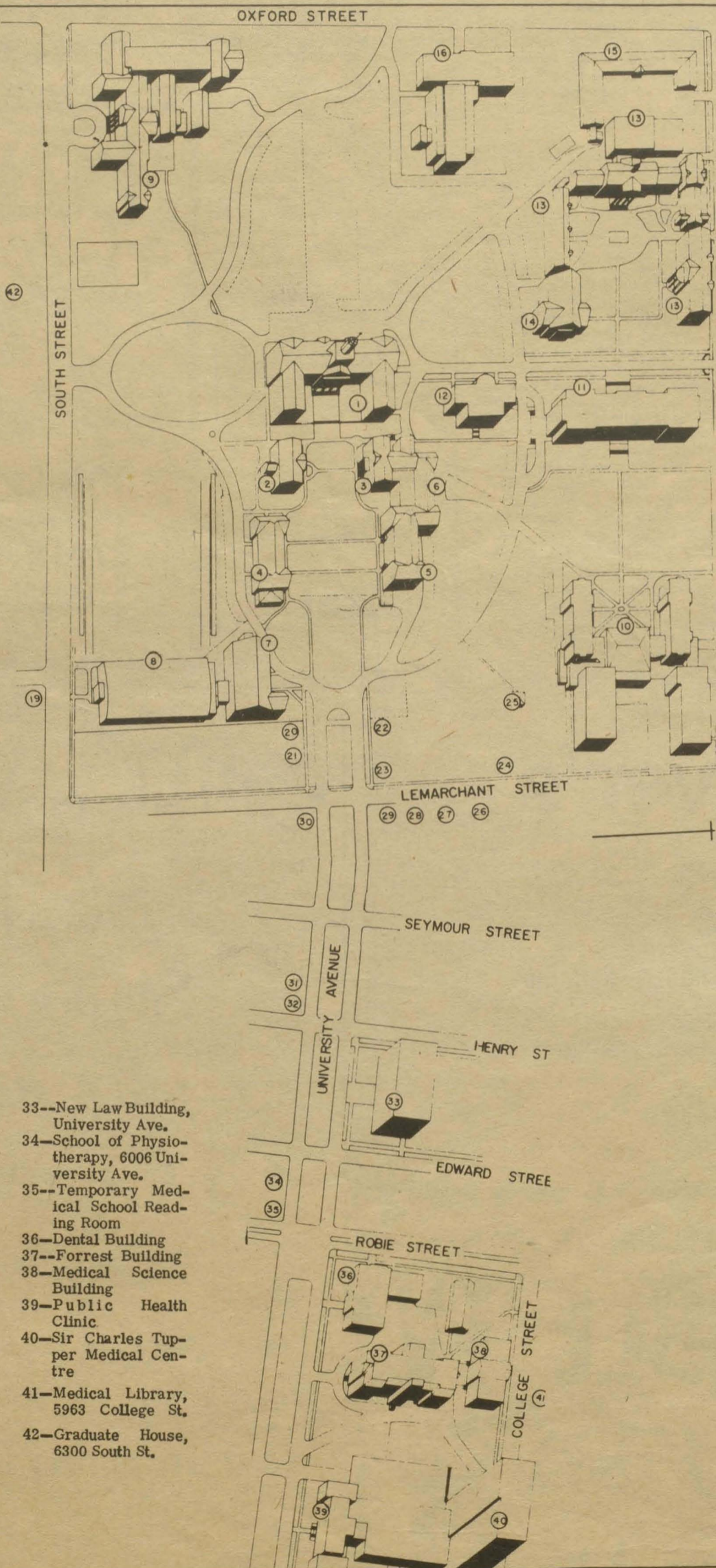
Upperclassmen take note:

## Change in Orientation

### Key to map

- 1—Arts and Administration Building
- 2—Former Law Building
- 3—MacDonald Memorial Library
- 4—Arts Annex
- 5—Chemistry Building
- 6—Chemistry Extension
- 7—Gymnasium
- 8—Dalhousie Memorial Rink
- 9—Shirreff Hall
- 10—Men's Residence
- 11—Sir James Dunn Science Building
- 12—Provincial Archives
- 13—King's College
- 14—King's College Gymnasium
- 15—Education and Pharmacy Building
- 16—National Research Council
- 17—President's Residence, 6446 Coburg Rd.
- 18—Department of Psychology, 1460 Oxford St.
- 19—Department of English, Drama Workshop, 6188 South St.
- 20—Department of Economics and Sociology, 6220 University Ave.
- 21—Graduate House, 6214 University Ave.
- 22—Department of Classics, 6219 University Ave.
- 23—School of Nursing, 6209 University Ave.
- 24—School of Nursing, 1376 and 1378 LeMarchant St.
- 25—Seismograph Building
- 26—Department of History, 1355 LeMarchant St.
- 27—Student Placement, 1339 LeMarchant St.
- 28—Institute of Public Affairs, 1329 LeMarchant St.
- 29—Institute of Public Affairs, 1315 LeMarchant St.
- 30—Department of English, 6156 University Ave.
- 31—Radiation - Biology and Biology, 6090 University Ave.
- 32—Radiation - Biology and Biology, 6086 University Ave.

- 33—New Law Building, University Ave.
- 34—School of Physiotherapy, 6006 University Ave.
- 35—Temporary Medical School Reading Room
- 36—Dental Building
- 37—Forrest Building
- 38—Medical Science Building
- 39—Public Health Clinic
- 40—Sir Charles Tupper Medical Centre
- 41—Medical Library, 5963 College St.
- 42—Graduate House, 6300 South St.



### Hazing Restricted

Orientation is taking on a somewhat different appearance at Dalhousie this year, according to Dennis Ashworth, President of the Students' Council. Under the direction of Dave Osherow, many reforms and innovations have been applied to the old program, in order that the student's first few weeks at Dal actually contribute to his adjustment to student life and the responsibilities that go with it.

"Hazing will be limited to groups of ten or more, and will take place on the campus. This is definite policy, adopted by council last year, and will be rigidly enforced. Freshmen should report any breaches of this policy to the senior student in their discussion group, or to the Student Union Office.

"In the past, hazing has been carried to ridiculous extremes, and this type of thing is in complete contradiction to everything which orientation is trying to achieve.

"Orientation is attempting to put more emphasis on academics," Ashworth continued in a Gazette interview. "Besides acquainting the freshmen with the physical plant of the university, something comes automatically, orientation's real purpose is to make him aware of what benefits will accrue both from both his academic pursuits and the total university life.

"The breaking up of the large freshman groups into smaller units capable of realistic discussion with members of the faculty and senior students, together with the follow-up sessions of the second week, obviously contribute most to the fulfillment of this purpose.

"Events like the dances and scavenger hunt, while obviously of secondary importance, provide recreation and relaxation in a week which is otherwise of a very serious and important nature."

The activities of the week are scheduled as follows:

Monday: Registration for Halifax Frosh.

Tuesday: Registration for out-of-town Frosh.

Wednesday: At 10 a.m., Frosh will be able to visit displays and registration booths set up by the various campus organizations. At 2 p.m. half the Frosh will tour the city by bus, and the others will become acquainted with the campus and attend seminars. At 7 p.m., a mammoth scavenger hunt will be held, followed at 9 p.m., by a torchlight parade.

Thursday: 2 p.m., Speeches on academics will be delivered in the rink at 7 p.m. each faculty will hold a gathering for its incoming members.

Friday: 2 p.m., Those who went on city tour on Wednesday will tour the campus and attend seminars, while the others will engage in the city bus tour. At 8:30 a Theatre Party will be held.

Saturday: A Shinerama will be held.

- Please turn to Page 13 -

# Dalpseudo's campus library

Author's Note: the following article is purely fictitious. Any similarity to an existing situation is coincidental and was not intended by the author.

The scene is in the Dalpseudo University Library, a decaying stone structure where the only sounds are those of copulating pigeons and crumbling mortar. From the moment the student steps inside the door, he is aware of a prevailing atmosphere of reverent silence, not unlike that in a funeral parlor (although the latter is more stimulating) The student feels the gaze of many eyes upon him as he makes his way to the desk of the librarian. It becomes clear to him that his motives for entering the building are under suspicion. Assuming what he hopes to be a sincere forthright expression, he approaches the least severe-looking of the ladies in charge.

Clearing his throat nervously, he croaks a greeting, which is met with stony silence. He smiles, and this overture is scrutinized with open hostility. Throwing caution to the winds, he asks for directions to the card file. The librarian thrusts a bony digit in the appropriate direction. In eager excitement at this unexpected response, he thanks her conversationally, but once again, there is no sign that he has been heard. Could it be possible, he speculates to himself, that the entire place is staffed by deaf-mutes?

Near the card file, he finds a convenient pencil (length 1/4") bolted to the table by a huge chain, similar to those used to secure ships in their berths. another female follows his every movement

carefully. He decides against stealing the pencil (which has no lead) for his chances of escaping with 200 pounds of chain clanking in his pocket are slim. He now has a catalogue number written on a scrap of paper, and rashly decides to attempt to find the book. He walks to the desk, and states his need. The librarians spring to life. He is piled with questions from all sides; does he have any form of identification? does he have proof that he is a registered student at Dalpseudo University? How is his credit rating? is his father employed steadily? does he realize what a great privilege it is to be allowed into the Holy of Holies (known as the Stacks in library jargon).

His admittance is cleared at last, although he has now missed two classes while waiting. However, he now feels that it must be worthwhile to receive an education if he must go to this much trouble to read just one book. He turns towards the stacks and there he sees signs on the wall saying: "We reserve the right to examine the contents of briefcases and any other receptacles upon leaving the stacks." He touches the doorknob and the inoffensive article comes to life in his hand; a resounding buzz fills the air. Somewhat dazed, he realizes that he has not set off the burglar alarm, but is holding the craftily-concocted electric doorknob in his hand, and is meant to turn the knob and push. The door swings shut behind him; once inside the sacred stacks, he has time to stop and think.

Obviously he is suspected of a great crime against the literary masterpieces of his day. And here we see a change come over this honest ethical young man. He who has never had any previous

record of petty larceny, is now plotting revenge against the system. He slinks stealthily up and down the aisles, amassing a great collection of light reading, useful reference volumes, and a variety of other interesting works. He conceals them carefully about his person. Upon leaving, he is asked by a librarian (male) to strip down to his underwear, and is thoroughly searched. He has been successful. The fourteen books concealed in his athletic support were overlooked. He leaves the mouldy air of the library in a mood of elation.

It is because of the frequency of such incidents which are doubtless the result of unwarranted and ludicrous measures of supposed prevention, that the students of Dalpseudo University wonder whether the recent reorganization of their library was undertaken solely for the benefit of the librarians themselves, who now have so many loftier pursuits to follow than the aiding of students in the use of this essential organ of university education.

**Join  
the  
Gazette  
Staff**

## Stag Shop

**the store for  
Men**

**Latest Fashions  
STUDENT DISCOUNTS  
1674 Barrington St.**

**MIX AND MATCH  
LADIES' SPORTS WEAR LTD.**

*Quality Sports Wear*

*with the  
Accent on Youth*

**10% Student Discount**

**MIX AND MATCH  
LADIES' SPORTS WEAR LTD.**

6281 Quinpool Road, Halifax  
423-7600

## Silver's Barber Shop

Oxford Theatre Building

catering to the  
College Man

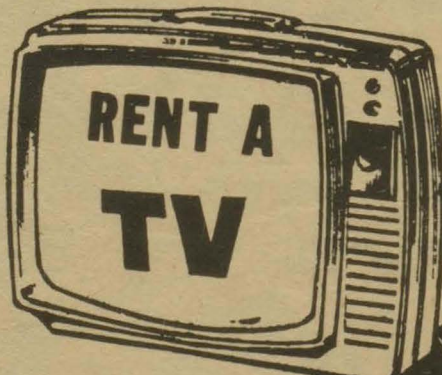
SPECIAL STUDENT RATES

# RELIABLE TV

**AUTHORIZED  
FLEETWOOD  
DEALER**

**SALES ● SERVICE  
● RENTALS**

Phone  
**423-8203**  
6257 Quinpool Road



## Mahon's Stationery, Ltd.

**Student  
Stationers  
for over**

**3 Generations**

**A Complete Line of  
Student Supplies**

**5476 Spring Garden Road**

**and the**

**Halifax Shopping Centre**

**Dalhousie tenants will pay \$25 more**

**University residents face rent hikes**

By DONALD SELLAR  
Canadian University Press  
From Vancouver to Halifax, students are being hit in the pocketbook by a general rent increase in university-sponsored housing facilities.

Spiralling food costs, increasing wages and higher operating costs are being blamed for the rent hikes -- which average about 10 per cent across the board.

As residence administrators pore over columns of red-inked figures these days and submit estimates for next year's operations, they seem to be reaching the same, inescapable conclusion: Rents must go up.

Many residence administrators, however, are reluctant to say what the increases will amount to in many cases.

Housing directors contacted at several Canadian universities during the past week -- perhaps fearful of angry student reaction to rent hikes -- refused to reveal what new fee schedules they will recommend to their particular board of governors.

More than one would say only that he intends to recommend rent "adjustments" for next year. And in university budgets these days, "adjustments" is a good synonym for "increases".

Already, increases for next year have been announced or rumored at the universities of B.C., Alberta, Saskatchewan, Manitoba, United College, Queen's, Carleton, Ottawa, Waterloo, Saint Mary's and Mount Allison.

As Canadian Union of Students vice-president Dave Young puts it, residence students are the easiest to mobilize in any campaign, mainly because they live in close association with one another and are thus easy to gather together.

Student reaction thus far to the prospect or threat of room and board increases has been predictable, with the usual programs of protest and weighty briefs to provincial governments or boards of governors being the order of the day.

The current CUS Ontario regional newsletter reports student efforts to obtain "clear statements" from universities about next year's residence fees have been unsuccessful.

The newsletter says rent rises appear "virtually certain at Queen's and Carleton, while at Ottawa there is even some talk of closing down existing residences because of lack of operating funds". It also criticizes the Ontario government for failing to state its position on uni-

versity housing. Meanwhile, across the country, the inevitable rumors of rent hikes and some announcements are circulating freely.

At Edmonton, about 1,500 residence-dwellers doomed to pay \$8 more per month for room and board in September, are preparing to demonstrate to back up their demands for a hold-the-line policy on rents.

At Kingston, Queen's University students are still trying to stave off a rent increase by employing a slightly different approach. Male residents there voted last week to cut down on their maid and janitorial services. This move is expected to save them each \$30 to \$40 per academic year.

Dalhousie University has announced that residence rent in the men's and women's dormitories will increase by \$25, effective in September of this year.

At Manitoba, the residence rent increase has already been announced, but strangely enough, one student leader there has come out in favor of the \$86 annual increase being planned for 1,000 U of M students living in 10 residences.

Bill Lowes, who recently resigned as residence council president, says the increase is "very justified. Compared to fees at British Columbia and Eastern universities, we are far below their cost."

And he's partly right, too. Even with the increase at University of Manitoba, students will

be able to live in residence for a minimum of \$622. Even the posh facilities at University College at U of M rent for \$726 -- which is only about \$30 above the national average.

A survey of 35 residence rent

schedules obtained from the Dominion Bureau of Statistics in Ottawa shows an average room-and-board rate of about \$695 per academic year.

But Lowes is wrong when he says UBC rates are high. As of last fall, they were the lowest in Canada, with a floor of \$475 per academic year and a ceiling of \$630. University of Ottawa residence fees are listed as the highest in Canada (\$800-1,000), but this is attributed largely to the fact that meals there aren't provided in university facilities.

Following are 1966-67 DBS figures for university-operated residences in Canada. These statistics don't apply to off-campus private quarters, and costs shown don't include transportation and personal expenditures for books, clothing and entertainment.

NEWFOUNDLAND: Memorial University (\$600).

PRINCE EDWARD ISLAND: St.

Dunstan's University (\$485).

NEW BRUNSWICK: University of Moncton (\$650-700); Mount Allison University (\$665); University of New Brunswick (\$700-750); Saint Thomas University (\$600).

NOVA SCOTIA: Acadia University (\$725); Dalhousie University (\$683-733); Mt. St. Vincent (\$700); St. Francis Xavier University (\$690); St. Mary's (\$730).

QUEBEC: Bishop's (\$650-750); McGill (\$725-970); Sir George

Williams (no residences).

ONTARIO: Brock (no residences); Carleton (\$751-791); Guelph (\$700 for two trimesters); Lakehead (\$675-725); McMaster (\$775); U of Ottawa (\$800-1,000); Queen's (\$690-869); Laurentian (\$750); U of Toronto (\$680-750);

Trent (\$750); U of Waterloo (\$700-800) (regular academic year); Waterloo Lutheran (\$745);

U of Western Ontario (\$775-885); U of Windsor (\$800); York University (\$815).

MANITOBA: U of Manitoba (\$538-665).

SASKATCHEWAN: U of Saskatchewan (\$596-650).

ALBERTA: U of Alberta (\$615-675); U of Calgary (\$575-630).

BRITISH COLUMBIA: U of B.C. (\$475-630); Notre Dame U (\$595); Simon Fraser U (\$640); University of Victoria (\$595-630).

KENNY KLEAN SAYS...

**KOOLEX KLEANERS**



ARE CANADA'S FINEST DRY CLEANERS AND SHIRT LAUNDERERS

EXCLUSIVE "Nu-Tone" cleaning "Nu-Look" Shirt Laundering

2 Hour Service on Cash & Carry

SPEEDY PICK UP AND DELIVERY AT THE MAIN BRANCH

1684 Barrington St. Halifax 429-7220

HALIFAX DEPOTS

Wyse Rd. 2 HOUR Dartmouth SERVICE 469-7900


2186 Windsor St. Halifax 423-6056

Gottinge. J. 429-5435

Swiss Charcoal bar-B-q Ltd.

We specialize in take out Pizza & Hamburgers

6273 Quinpool Rd.



**The Gazette needs you**

**FORMAL WEAR?**

Try ... **COLWELL BROTHERS LIMITED**

You won't be sorry.

Formal Dress demands that extra care and attention to fit -- complete satisfaction guaranteed.

No matter what the occasion, whether a Fraternity Ball or a Faculty Party, your Formal Dress will be perfect from Colwell Brothers.

Colwell Brothers have been outfitting young men, and the mature, in Halifax for over Seventy-six years. Special prices are available for group purchases. Contact John Colwell for further information.

Tuxedo, Tropical Weight, as illustrated \$95.00  
Fancy Tuxedos from \$119.50 - \$169.95  
White Dinner Jackets \$69.95

If you require a garment for only one occasion, why not try Colwell Brothers RENTAL DEPARTMENT, carrying the largest and finest selection of Formal Clothing, right in our store, East of Montreal. Up-to-date Tuxedos renting per occasion at \$11.50 and White Dinner Jackets at \$10.00 will assure you of being the finest dressed man for any occasion.






## 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.

Editorials printed in the Dalhousie Gazette express the individual opinions  
of staff writers, or the Editors. This must be noted in all reprints.

Volume 99, No. 1 Halifax, Nova Scotia SEPTEMBER 11, 1967

KIM CAMERON  
Editor-in-Chief

DAVID DAY .....	Associate Editor
LINDA GILLINGWATER .....	Managing Editor
ROBIN ENDRES .....	News Editor
GAY MacINTOSH .....	Assistant News Editor
ELIZABETH SHANNON .....	Student Council Editor
GUY MASLAND .....	Sports Editor
SHEILA BROWNE .....	Women's Sport Editor
BARBARA KIMBER .....	Features Editor
FRANK WILSON .....	Business Manager
JOHN McKILLOP .....	Advertising Manager
MAUREEN PHINNEY .....	Office Manager
CAROLE CHISHOLM, ARLENE MERCHANT .....	Secretaries
ANGUS GARDNER, SHARON COOK .....	Photography
BOB BROWN, DON RUSSELL, STEPHEN ARCHIBALD .....	
DAVID DAY .....	Typography

# Declaration of the Canadian Student

(Proposed at recent Canadian Union of Students Conference)

1. Education is a productive social process the essence of which is dialogue and co-operative intellectual effort to create, assimilate and disseminate knowledge of man's social and natural environment and the attainment of the ability to cope with and transform them. The principal goal of education is to serve society by liberating the full potential of all citizens as (free, creative, thinking and acting) human beings and to help achieve real equality of essential condition in a (classless) community (where people are truly free and equal).

2. The student is a young intellectual worker engaged in a productive social process for which he gives his labor and must be remunerated.

His productivity is manifested in the immediate and the future by the fulfillment of the following rights and duties:

(1) The right and duty to improve himself as a social being and contribute to the educational process and the cultural, political and economic development of society by:

(a) Expanding the frontiers of knowledge through research and the objective analysis of old hypotheses and ideas and the formation of new ones.

(b) Helping others to learn by sharing his preceptions and thoughts with his fellow students and constructively criticizing theirs.

(c) Engaging in radical action to collectively (and individually) confront society with new knowledge and attitudes developed through intellectual work and promote consequent action to bring reforms into practice in accordance with the theoretical discoveries.

(d) Playing a full part in the life of the community as a citizen.

(2) The right to form a democratic representative union of students as a vehicle for collective syndical action within educational institutions and both national and global society. The union must be free to ally itself with student and youth

organizations and other groups in society such as progressive labor unions which seek to democratize other institutions and fundamental social change. Realizing that educational reform will never come in a vacuum or without a general transformation of society values and institutional arrangements, the student union must seek to engage in joint actions with these bodies using such means as briefs of student opinion, educational and action programs, strikes and civil disobedience, combined pressure tactics and lobbying etc.

The student has the duty to assure that the educational and the social systems are accessible and democratic so that student demands will not be those of an elite group but will serve the interests of the whole society.

(3) The right and duty to demand an environment in school and society conducive to the accomplishment of his intellectual and political work as a student and a citizen. This includes pushing for goals of a democratic classless society, the necessary tools to fulfill his educational goals and good teaching by professors who fulfill their duties as intellectual workers and citizens.

(4) The right and duty to participate responsibly as a worker in the shaping of his educational and social environments and make basic decisions about the conditions and nature of his intellectual work and the goals served by educational institutions as a full member of the academic community and society.

(5) The right to be remunerated for his intellectual work and to be free to continue his education without any material, economic, social or psychological barriers created by the absence of real equality of essential condition.

He has the duty and right to contribute to society in the future by engaging in other productive processes for which he gives of his labor, the nature and value of which will have been greatly improved by his previous educational work.



## Voice of the Student A step forward

By JOE YOUNG

July 1 saw one demonstration in Canada which dared to expose the role of the Canadian government in today's world, in face of the avalanche of eulogies intended to turn the people away from reality.

While the Liberal government was doing its best to divert the people's attention away from Canada's complicity in the Vietnam war, the anti-war movement was graphically reminding them that the Vietnamese too are a part of this world. Not only were there marchers from Montreal, but for the first time the western part of Canada was also present, making this the first truly Canada-wide demonstration. (Banners from Regina, Saskatoon, and Vancouver joined those from Montreal, Toronto and Ottawa.) The newspapers estimated that there were 2,000 on the demonstration and the police estimate was 2,500.

The march started at Dominion Square and proceeded to LaFontaine park, to the sound of chants: Withdraw U.S. Troops! and Johnson assassin, Pearson accomplice! A particularly impressive section of the march was the living theatre and the mine troupe organized by students from Toronto. At LaFontaine park there were several speakers: Laurier LaPierre, Quebec NDP, Dimitri Roussopoulos of the Montreal professors committee, Joe Young, Chairman of the Student Association to End the War in Vietnam and speakers from the American Student Mobilization Committee and le Rassemblement pour l'Independance Nationale, a separatist party.

The demonstration was felt to be a success, particularly at the Montreal end. It was the largest united demonstration ever held in the city. It was organized by a committee containing the old traditional groups, the student committees, the Voice of Women, Le Voix de Quebec sur Vietnam, the RIN, NDPers, and the professors. The involvement of the Quebec nationalists and the support of the NDP (party leader Tommy Douglas endorsed the call) augurs well for the broadening of the anti-war movement. One disappointing feature was the withdrawal of the two trade union federations, the FTQ and the

CSN, because of fears about the separatists. However, one organizer of the march expressed the point of view that they will definitely participate in the next action due to the growing sentiment against the war.

Toronto participation was about 250 people, somewhat less than previously. There were several reasons for this but the primary reason was the unenthusiastic response to the action by the more established peace groups. While the response on the part of young people who had never participated before in a demonstration was extremely encouraging, participation by some veteran organizations was uninspiring. The action revealed increasing opposition to U.S. aggression but it showed at the same time that the anti-war movement has not yet solved its organizational difficulties.

The July 1 march reflected a sustained sentiment amongst the Canadian people against the war and thus provided the clearest and most urgent reason why the anti-war movement must overcome the problem of unity. The basis for a solution to this problem is unity in a common non-exclusionist action.

### ENROLMENT INCREASING RAPIDLY

Enrolment in the Faculty of Graduate Studies at Dalhousie University continues to increase rapidly.

Dr. Guy R. MacLean, Dean of Graduate Studies, said that applications and inquiries for enrolment this year was also a record 2,420, compared with the 1,649 who applied in 1965-66.

So far this year, said Dr. MacLean, more than 870 applications had been received for admission next year.

Dr. MacLean added that the percentage of students accepted from the number who applied was growing smaller annually, although total enrolment was increasing substantially.

The Faculty of Graduate Studies now offers 23 programs for master's degrees, and 13 for the degree of Philosophy.



the many highland bright looks of *Bobbie Brooks*  
 it's part of the affluent look of fall at Eaton's



**The affluent look of fall**

The affluent look of all . . . the rich fashion appeal the fabrics of the finest woolen and orlon yarns. Tailored neatly and trimly . . . a quality collection in on the go colours in action styles; Truly an affluent collection for fall.

**Bobbie Brooks at Eaton's, Halifax**

glow commotion '67 . . . gets you rolling with glow together separates that happily land you anywhere there's action. Hop into these colour-dashed swap-arates and you're on the bright track for autumn! All, 100% wool. Sizes 5 to 15.

- B. Pocketeer cardigan, price, each \$14.98
- Multi-plaid kilties, price, each \$14.98
- C. Tri-tone racy pullover, price, each \$11.98
- Panel front pleated skirt, price, each \$13.98
- D. Belted jacket, price, each \$19.98
- Short-sleeve sweater, price, each \$7.98
- A-shaped skirt, price, each \$10.98
- E. Long sleeve sweater, price, each \$9.98
- Fly front pants, price, each \$14.98
- Checked skirt jacket, price, each \$14.98

as seen in  
*seventeen*  
 Available at Eaton's

**EATON'S**

there's so much more for you at Eaton's







COURSE	ENGLISH 100		ENGLISH 100		ENGLISH 100		ENGLISH 110		ENGLISH 202		ENGLISH 203		ENGLISH 204		ENGLISH 205		ENGLISH 207		ENGLISH 208		SPANISH 100	
	MYERS		MRS. WHITTIER		COWAN		ANDREWS		ANDREWS		WHITTIER		MENDEL		BENNETT		PARKS		VARMA		PROF REY	
ANSWERS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Is the lecturer's speech clear and audible?	94		88	12	100	0	100	0	100	0	100	0	70	30	100	0	100	0	100	0	100	0
2. Answer either (A) or (B)																						
(A) If the lecturer uses the blackboard, is his writing legible and understandable?	22	3	63	21	55	22	58	0	60	0	100	0	20	70	12	0	26	7	86	14	50	0
(B) If the lecturer does not use the blackboard, do you feel using it would help clarify his remarks?	11	62	16	18	10	27	0	42	0	40	0	0	0	90	0	88	0	73	2	2	0	50
3. Answer both (A) or (B)																						
(A) In the classroom, does the lecturer appear to be knowledgeable and competent in his field?	94	6	70	30	100	0	100	0	100	0	100	0	70	20	100	0	92	7	97	0	100	0
(B) Does the lecturer have the ability to clarify and explain difficult concepts?	83	17	38	56	85	10	91	9	100	0	91	0	80	20	60	30	57	34	75	8	100	0
4. (A) Does the lecturer require student preparation of material prior to the lecture?	97	3	77	23	100	0	91	9	100	0	91	0	90	10	60	30	76	24	33	58	100	0
(B) Does the lecturer encourage questions from students during class time?	91	9	88	12	92	5	100	0	0	0	100	0	90	0	12	88	100	0	3	97	100	0
(C) If he does not, do you feel questions should be discussed during class time? (Ans. only if (B) was no)	91	1	12	0	5	0	0	9	100	0	9	0	0	10	60	30	0	3	50	50	0	0
5. Is the lecturer available for consultation with students? (Answer only if you have attempted to see him.)	47	0	66	0	65	3	100	0	40	60	91	0	100	0	25	25	65	0	38	13	75	0
6. Did the lecturer distribute the course material evenly throughout the year?	83	15	52	43	75	25	91	9	80	20	83	17	100	0	75	25	50	50	69	27	100	0
7. (A) Did the lecturer convey an enthusiasm for his subject?	88	7	58	42	90	10	100	0	100	0	100	0	100	0	88	12	80	20	97	3	100	0
(B) Did the lecturer stimulate your interest for this subject?	50	39	30	68	62	38	83	9	100	0	100	0	100	0	50	50	50	50	77	11	100	0
8. (A) Were the lectures valuable to your understanding of this course?	83	17	50	48	90	10	91	9	100	0	100	0	100	0	50	50	74	26	88	5	100	0
(B) Can this course be passed by studying only the texts or readings?	55	36	47	47	32	62	16	84	10	90	25	67	100	0	50	50	50	50	27	73	25	75
9. Do you think tutorials (are) (would be) useful in this course?	80	17	52	46	70	22	25	59	0	0	58	34	10	90	0	0	26	74	10	90	12	88
10. Do you feel that your mark in this course will depend too much on the final exam?	41	59	44	51	22	77	9	91	10	90	8	92	0	0	25	75	7	90	8	80	12	88
11. (A) If assignments were given and marked, do you feel they were marked fairly?	69	26	42	54	87	13	91	9	100	0	83	17	80	0	100	0	80	11	91	9	62	38
(B) Were assignments helpful?	83	17	80	20	87	13	84	16	100	0	83	8	80	20	100	0	80	20	72	28	62	38
(C) If there were no assignments, or if they were not marked, should assignments be given and marked?	8	4	13	10	17	3	0	25	20	0	0	8	0	0	25	0	3	3	3	3	12	88
12. Do you feel the lecturer—																						
(A) Assumed too much prior knowledge	2		33		30		16		0		0		30		12		6		0		0	
(B) Assumed too little prior knowledge	2		3		0		32		0		8		0		0		3		5		0	
(C) Integrated past knowledge with present course	91		52		70		52		100		50		70		60		88		80		75	
13. (A) Covered too much material	27		38		32		0		20		25		20		12		46		13		0	
(B) Covered too little material	8		16		3		33		20		98		0		0		8		0		0	
(C) Covered an amount you feel appropriate	63		44		62		58		60		66		60		88		46		80		100	
14. Was your attendance at class about—																						
(A) 100 per cent	52		36		32		9		0		41		30		0		23		38		38	
(B) 90 per cent	33		30		42		25		40		41		50		50		46		25		62	
(C) 80 per cent	8		25		12		50		40		18		10		50		23		22		0	
15. From your point of view, has this course been worthwhile learning experience?	66	29	50	48	87	13	100	0	100	0	100	0	100		88	12	76	19	94	0	100	0
B. READING AND/OR TEXTS																						
1. Were the outside readings (if any)																						
(A) Too advanced	0		0		0		16		20		66	0	20		12		0		2		88	
(B) Too elementary	0		0		0		8		0		0		0		0		0		0		0	
(C) Satisfactory	38		60		50		50		80		34		70		76		76		69		12	
2. Was the text (if any)																						
(A) Too advanced	2		5		0		0		0		8		0		0		3		0		12	
(B) Too elementary	2		2		3		67		0		0		0		12		0		0		0	
(C) Satisfactory	77		60		77		33		100		67		100		38		97		72		88	
3. If there is no assigned text, would one be useful?	5	77	2	20	12	3	100	0	0	0	0	17	0	40	24	16	88	0	100		100	
4. Were the texts and/or readings—																						
(A) Integrated with the course	75	3	63	32	27	42	75	9	100	0	50	0	70	0	35	0			36	50	75	0
(B) Too numerous	41	46	52	23	25	45	8	76	20	0	16	34	40	50	50	38			86	0	0	75
(C) Useful for the course	80	4	61	9	70	5	10	0	100	0	66		80	10	25	0			0	0	88	0
C. LAB OR TUTORIAL (IF ANY)																						
1. Do you feel your lab demonstrator (tutor) competent?	36	25	52	43	0	70	42	0	100	0	100	0	0	100	0	0					100	0
2. Did the lab (tutorial) coordinate and supplement lecture material?	30	29	33	59	87	13	58	0	100	0	100	0	0	100	0	0					100	0
The answer to the above 2 questions refer to																						
(A) Lab, (B) Tutorial.																						

# COURSE EVALUATION

COURSE	SPANISH 200		SPANISH 100 (2)		FRENCH 100		FRENCH 100		FRENCH 101		FRENCH 100 (7)		FRENCH 100 (14)		FRENCH 102		MATH 200-1		MATH 100-2		MATH 100-3	
	PROFESSOR		COLLIN		STRONG		JONES		KOHANYI		CHAVY (MADAME)		DIETZ		AITKENS		EDELSTEIN		THOMSON		ADSHEAD	
ANSWERS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Is the lecturer's speech clear and audible?	100	0	100	0	100	0	81	13	100	0	85	7	83	17	86	9	86	9	88	12	94	2
2. Answer either (A) or (B)																						
(A) If the lecturer uses the blackboard, is his writing legible and understandable?	16	0	77	0	95	0	95	5	0	100	85	7	16	76	86	4	100	0	33	77	47	2
(B) If the lecturer does not use the blackboard, do you feel using it would help clarify his remarks?	16	68	16	18	5	0	0	5	0	0	100	0	16	0	4	4	2	0	5	0	5	1
3. Answer both (A) or (B)																						
(A) In the classroom, does the lecturer appear to be knowledgeable and competent in his field?	100	0	100	0	100	0	100	0	100	0	100	0	100	0	81	13	100	0	100	0	94	2
(B) Does the lecturer have the ability to clarify and explain difficult concepts?	90	0	88	0	100	0	81	13	87	13	50	43	84	8	54	36	69	18	77	23	88	4
4. (A) Does the lecturer require student preparation of material prior to the lecture?	100	0	100	0	86	14	95	5	87	13	92	0	92	8	90	10	30	65	33	67	38	62
(B) Does the lecturer encourage questions from students during class time?	90	10	100	0	100	0	100	0	87	13	92	8	100	0	100	0	47	53	77	23	73	25
(C) If he does not, do you feel questions should be discussed during class time? (Ans. only if (B) was no)	83	17	0	0	10	0	54	0	0	13	8	0	8	8	10	0	27	21	22	0	23	4
5. Is the lecturer available for consultation with students? (Answer only if you have attempted to see him.)	50	50	55	0	68	0	86	10	50	0	21	8	100	0	40	10	55	0	50	50	41	0
6. Did the lecturer distribute the course material evenly throughout the year?	91	0	100	0	95	0	45	36	66	34	92	0	84	8	90	0	88	7	72	28	82	10
7. (A) Did the lecturer convey an enthusiasm for his subject?	100	0	83	17	100	0	66	34	100	0	64	36	92	8	50	50	72	28	72	28	97	3
(B) Did the lecturer stimulate your interest for this subject?	100	0	72	28	77	13	95	5	25	67	14	58	66	34	10	90	58	42	44	56	58	34
8. (A) Were the lectures valuable to your understanding of this course?	100		83	17	90	5	95	5	16	59	50	43	75	25	10	90	88	12	83	17	82	18
(B) Can this course be passed by studying only the texts or readings?	25	59	72	23	72	27	27	68	100	0	78	22	34	66	90	10	66	32	11	89	35	60
9. Do you think tutorials (are) (would be) useful in this course?	41	51	38	62	10	90			33	67	64	36	75	25	35	65	44	54	88	12	94	1
10. Do you feel that your mark in this course will depend too much on the final exam?	0	0	22	78	22	77	5	95	25	75	0	0	25	75	15	80	27	65	61	39	44	54
11. (A) If assignments were given and marked, do you feel they were marked fairly?	33	0	94	6	100	0	95	5	41	43	85	15	100	0	55	10	88	10	100	0	100	0
(B) Were assignments helpful?	25	10	66	34	100	0	100	0	50	17	100	0	75	25	55	5	100	0	88	7	97	0
(C) If there were no assignments, or if they were not marked, should assignments be given and marked?	8	34	16	22	5	0	10	0	25	34	8	0	16	26	5	15	5	0	11	0	11	1
12. Do you feel the lecturer—																						
(A) Assumed too much prior knowledge	0		0		0		5		41		35		25		5		11		16		29	
(B) Assumed too little prior knowledge	0		5		5		0		0		0		0		50		0		0		5	
(C) Integrated past knowledge with present course	100		90		95		95		59		65		75		45		84		84		66	
13. (A) Covered too much material	16		11		0		27		50		8		8		0		8		22		23	
(B) Covered too little material	0		11		10		5		0		0		8		60		5		0		2	
(C) Covered an amount you feel appropriate	84		72		90		63		25		92		84		40		83		78		67	
14. Was your attendance at class about—																						
(A) 100 per cent	50		33		36		31		8		21		33		40		55		66		58	
(B) 90 per cent	50		16		50		31		41		57		25		40		25		22		29	
(C) 80 per cent	0		38		14		36		41		22		25		20		16		12		5	
15. From your point of view, has this course been worthwhile learning experience?	100	0	72	22	81	19	59	41	50	50	35	57	58	34	60	40	98	0	72	28	73	13
B. READING AND/OR TEXTS																						
1. Were the outside readings (if any)																						
(A) Too advanced	8		6		10		0		0		14		25		0		2		5		0	
(B) Too elementary	0		0		5		18		8		0		0		15		0		0		0	
(C) Satisfactory	25		38		40		72		66		57		25		20		11		16		26	
2. Was the text (if any)																						
(A) Too advanced	0		0		0		72		16		8		8		0		5		50		44	
(B) Too elementary	0		33		14		0		8		16		33		40		2		5		0	
(C) Satisfactory	100		61		86		18		76		76		50		60		93		22		20	
3. If there is no assigned text, would one be useful?	0	17	16	12	10	0	31	45	0	0	0	0	0	8	0	5	0	5	16	84	0	12
4. Were the texts and/or readings—																						
(A) Integrated with the course	58	10	11	12	86	14	59		100	0	50	8	41	18	70	0	88	0	66	7	61	7
(B) Too numerous	0	59	22	67	0	77	18	5	25	67	21	37	8	51	0	60	0	87	0	52	2	40
(C) Useful for the course	50	9	16	12	86	14	13	0	75	17	50	15	41	34	75	5	77	7	44	23	32	27
C. LAB OR TUTORIAL (IF ANY)																						
1. Do you feel your lab demonstrator (tutor) competent?	0	0	50	6	27	0			0	25	8	0	41	59	35	0	0	0	77	7	97	3
2. Did the lab (tutorial) coordinate and supplement lecture material?	8	0	33	5	0				16	7	64	22	33	42	15	0	0	0	66	18	73	24
The answer to the above 2 questions refer to (A) Lab, (B) Tutorial.																						

**COURSE EVALUATION**

Table with columns for COURSE, PROFESSOR, ANSWERS, and numerical scores for 15 categories of course evaluation across various professors and courses.



# Record \$873,956 in grants to researchers at Dalhousie this year

Eighty-five grants worth a record total of \$873,956 have been awarded to members of the Faculty of Graduate Studies at Dalhousie University for research projects during the current academic year.

The total is \$240,707 more than the \$633,249 awarded in 70 grants

last year. Of the 85 grants, 59 worth a total of \$600,475 came from the National Research Council, and 12 worth \$107,614 were awarded by the Defence Research Board. Other sources were: Geological Survey of Canada, two, \$3,500; Fisheries Research Board, two, \$8,000; National Science Foundation, two,

\$96,400; U.S. Atomic Energy Commission, one, \$10,900; Medical Research Council, one, \$7,550; Laidlaw Foundation, one, \$10,830; National Health and Welfare, one, \$11,302; Nova Scotia Alcoholism Research Foundation, one, \$3,500; Canadian Mathematical Congress, one, \$4,000; National Mental Health, one,

\$7,385; and Uni-Royal Co. Ltd., one \$2,500.

Members of Dalhousie's Institute of Oceanography received the largest share, with a total of \$285,300 for 10 projects; they were followed by Biology, whose researchers were awarded 15 grants worth \$149,600, and Physics, whose members got 15

grants worth \$142,000.

The Psychology department members were awarded 20 grants worth \$124,461, and other totals, by department, were as follows: Chemistry, 15 grants \$94,440; Engineering physics, one, \$30,045; Geology, five, \$27,500; Computer Centre, two, \$11,500; Economics, one, \$5,000; and Mathematics, one, \$4,000.

## Halifax research facilities boon to graduate school

Dalhousie University's Faculty of Graduate Studies is fortunate in that it could depend on the co-operation and assistance of outside organizations in Halifax, which had the reputation of being one of Canada's best-equipped scientific and research centres, according to Dr. Guy R. MacLean, Dean of Graduate Studies.

But Dalhousie, despite expansion of its own facilities, was not able to do as much as it would wish to handle the increasing number of students who wanted to continue into graduate work.

Throughout the Atlantic region, said Dr. MacLean, there was a serious situation and indeed, Canada as a whole was not able to train the number of graduate students the region and nation needed urgently.

### LIBRARIES RICH

Dalhousie's facilities for graduate work, however, are good. For the humanities, the university library is rich in early printed books and Canadiana, with a number of special collections including one of the world's most comprehensive assemblies of Kipling's works, bequeathed by James McG. Stewart, and the mediaeval library of the late Professor K.G. Webster of Harvard.

The university library, founded in 1867, offers to the graduate researcher resources unparalleled in the Atlantic provinces. A book collection of 300,000 volumes, of which 200,000 directly support the program in the arts and sciences, is being increased at the rate of over 1,500 catalogued volumes a month. In the Law Library, the collection of Canadian and English statutes and reports is virtually complete and a program of acquisition of similar source materials from Commonwealth countries and from the United States is well under way. General expansion of the medical sciences library has begun with the purpose of maintaining it in the top rank as a research library.

The Public Archives of Nova Scotia, housed in a building on the campus, provides valuable material for research in the history of the province.

### WELL-EQUIPPED

In the sciences, the biology, chemistry, geology and physics laboratories are well equipped for research and the Sir James Dunn Science Building, opened in 1960 accommodates geology and physics. The old science building is now occupied by only chemistry, while biology is in the Forrest Building on the Carleton campus. The psychology laboratories are in the Arts Annex and in a large house on Oxford Street, and are equipped for all major areas of psychology. Excellent facilities, including a laboratory nursery school, are available for research with children, and arrangements exist for clinical research at Camp Hill and the Nova Scotia hospitals.

The Medical Sciences Building houses the departments of biochemistry, physiology, and pharmacology, and facilities for re-

search are also available in the Pathology Institute of the Nova Scotia department of health.

### NEW DIMENSION

The university's Institute of Oceanography has added a new dimension to the science program, its staff acting in association with the departments of biology, chemistry, geology, and physics. With sea time aboard the ocean-going research vessels an integral part of the students' summer program, facilities not available on most college campuses are provided. The Dalhousie Institute of Oceanography also works with the Atlantic Oceanography Group and the Bedford Institute of Oceanography to provide a formidable institutional combination for the study of the ocean and its life.

The Atlantic Regional Laboratory of the National Research Council works in close co-operation with the science departments, and close relations are also maintained with the Naval Research Establishment of the Defence Research Board of Dart-

mouth, the Fisheries Experimental Station (Atlantic), and the Nova Scotia Research Foundation, all of which combine to make Halifax one of Canada's outstanding scientific centres.

### MORE NEEDED

In addition, the Dalhousie Computer Centre has facilities which may be used in research projects being carried out in any part of the university, and the National Research Council assists in the support of that portion of the computing time devoted to research.

Although facilities for Dalhousie's graduate work were excellent - hospitals, laboratories, research centres -- more of the University's own facilities were needed immediately, said Dr. MacLean.

It was gratifying, however, that plans were materializing for a new library, a life sciences centre, and a physical sciences centre.

The library, said Dr. MacLean, would be one of the largest buildings on the campus and would provide seating space for more

than 2,000 students. The library, its staffing and its stocking would be a major undertaking, but when completed, it would be one of the finest libraries in North America.

### CO-OPERATION

Dr. MacLean said that a special committee was working hard on the plans of the new life sciences centre, the complex which would house the marine biology equipment and the aquatron recently announced by the university. But it was not likely that either the life sciences or physical sciences centres would be completed before three years.

### ORIENTATION —

— Continued from Page 1 —  
held during the day, to be followed that evening by a semi-formal dance.

Follow-up sessions will be held from September 19-21, in the form of buffets and discussion groups designed to analyse the progress of the freshmen, and encourage dialogue with the faculty members who will be present.

Available soon from Dal Gazette

## The Facts About the War in Vietnam

a pamphlet by World Federalists, Victoria Division



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

# WELCOME to HALIFAX 1967

Leather- Nylon- Melton- etc.

UNIVERSITY JACKETS

- PENNANTS
- CERAMICS
- JEWELRY
- USED TEXTS

- MANY STYLES
- MANY COLORS
- ALL SIZES



**CRESTS**  
... CAN BE SUPPLIED  
FOR ALL JACKETS.  
NO ADDITIONAL SEWING  
CHARGES for INSTALLING  
ON JACKETS WE SUPPLY

MANY  
UNADVERTISED  
SPECIALS

on  
**SCRIBBLERS  
JACKETS  
BOOKS  
ETC. ETC.**

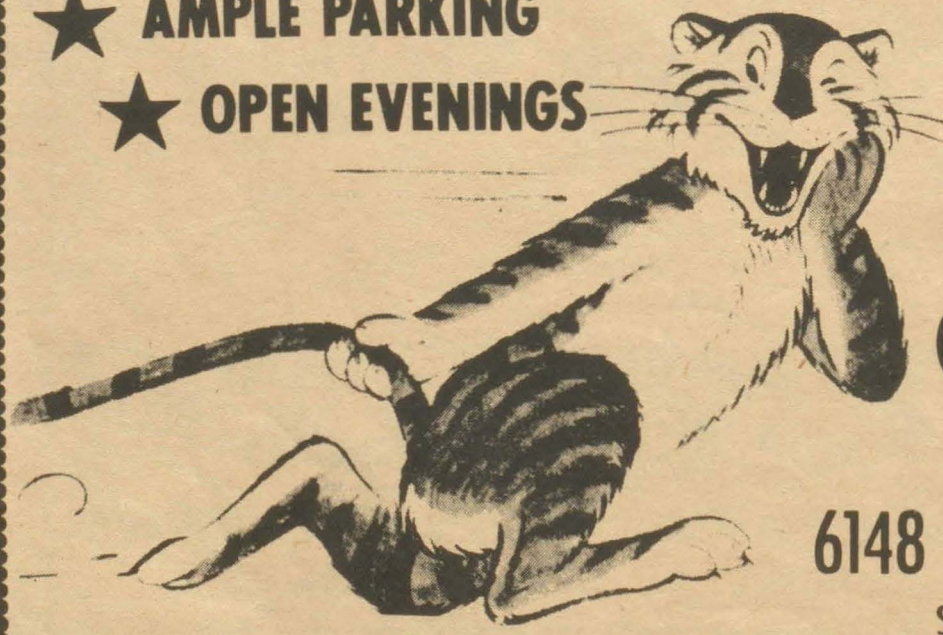
SHOWN ABOVE - ONE OF  
6 STYLES, MELTON JACKET  
WITH CONTRASTING COLOR  
SLEEVES AND KNIT TRIM

PRICES FROM  
**3.98 to 37.95**

**Sweat  
Shirts**

from  
*only* **3.<sup>59</sup>** each

- ★ AMPLE PARKING
- ★ OPEN EVENINGS



AVAILABLE ONLY AT:

**MARITIME  
CAMPUS STORE**



6148 QUINPOOL RD. Phone 423-6523  
SERVING THE STUDENT PUBLIC SINCE 1958