

# Premier Joey Smallwood

## Canada needs more education to stay near top in world

By FRASER SUTHERLAND  
of The Gazette Staff

"We must make the great school age children, he stated, plunge so that no Canadian is barred from developing to his capacity," said Premier Joseph Smallwood Saturday morning. The controversial Newfoundland was speaking to a receptive audience in the Dalhousie Law Library at the end of a Halifax visit.

Premier Smallwood said that Canada had fought World War II for five years so surely we should be able to finance free higher education in Canada at 5 to 10 per cent of the war's cost.

He said "too precious" to be passed over by considerations of money, and quoted Harvard economist John Kenneth Galbraith: "What backward areas need most is not an infusion of capital, but an infusion of brains."

He concluded that the best way to do this is by investment in education; even more so than the investment his province has made in roads and hospitals which "reproduces itself and more besides."

Mr. Smallwood pointed to Russia, which in 40 years had turned itself from a wasteland into one of the industrial giants of the world with enough military power to turn back Hitler's hordes and become the leader in the space race.

He referred to the United Kingdom which pays college students' tuition fees plus a salary, costing the government approximately \$1050 annually per student. Said the Premier: "If the USSR, and if the UK can do it, can Canada lag far behind?"

Turning to Newfoundland's position as a poor province and its ability to pay for an ambitious project, Smallwood said, "we are gambling that Newfoundland will have a great increase in revenue from development of natural resources" and that "Uncle Ottawa will assume a great part of the cost."

Smallwood indicated he is confident this will come about, and Ottawa will be swayed by the public opinion of "those who are really intelligent and bright and ambitious."

He also said that students from Newfoundland studying outside the province will be helped financially but the government was limited at the present time. "I don't believe in making learning an exclusive thing," Mr. Smallwood said.

The Premier met briefly with Dean A. H. MacKay and the Law School faculty prior to addressing the school.

Peter Mills, Chairman of the Law School's speaker's committee and David Day, Law 11 also spoke briefly at Saturday's event.

He outlined Newfoundland's elementary and secondary church-school system which has separate Roman Catholic, United, Anglican, Salvation Army and Pentecostal Assembly schools. Equalized government grants are made to these 1,200 schools in addition to other supporting funds like fees paid by parents and in some places like Cornerbrook, a localized school tax. Newfoundland is striving to make lower education truly free by payments to parents with

### SENATE ALMOST CANCELS CLASSES

# COUNCIL BACKS DEMONSTRATION ON FEES; STUDENTS WILL MUSTER AND MARCH WED.

Wednesday is the day. Dal's Football field is the place. Between 9:30 and 10:00 a.m. the masses will gather.

At 10:00 a.m. on National Student Day, students from Dalhousie, King's, St. Mary's, Mt. St. Vincent, St. F. X. Xavier Junior College, Mt. St. Bernard, and Acadia will begin their march on the Nova Scotia Legislature.

The march will proceed to the University gates on Coburg Street, down Coburg to Nova Scotia Tech, where more students will join, along Barrington to Prince, and down Prince to the Legislature.

According to Carole Henderson, Chairman of the National Student Day, the march is to be quiet and orderly, placards are not to be carried, and participants are expected to be well dressed. Students are expected to participate.

By GEORGE HARTWELL  
GAZETTE REPORTER

Dalhousie students will be urged by the Dal Council to march for "an immediate reduction in fees."

Council accepted six out of seven general principles suggested in the AAS brief. The one principle not accepted was that the portfolio of Ministry of Education not overlap with the provincial premiership.

The Council agreed to urge students to support an increase in Federal-Provincial grants from \$3 to \$5 with an equalization formula compensating for the high proportion of students in the Maritimes.

They called on students to support demands for an immediate reduction in fees.

They also urge support for an increase in scholarships and bursaries and for official consultations with student representatives, as to the distribution of student aid. Support of these policies was to be shown in the form of a quiet march to the Provincial

Legislature on the morning of Wednesday, Oct. 27, National Student Day.

Earlier in the same meeting Robbie Shaw, president of Dal's Student Council, reported that the University Senate had turned down council's request that classes be cancelled for the morning of National Student Day. Shaw stated his sympathy with the reasons for the Senate's decision.

He quoted heresy conversations to the effect that a large minority of the Senate supported the request because of the Senate's general desire to co-operate closely with the students. He hinted that the Senate had to be wary of treading on sensitive toes besides the risk it would take if the March got out of control.

Shaw reported that Dr. Read assisted the council's efforts to obtain a parade permit by phoning the Chief of Police, and telling him the march was a "responsible demonstration". Shaw commented that the Police department's eventual granting of the parade permit was "a wise decision."

# The Dalhousie Gazette

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## Free education may result in loss of academic freedom-Hicks

By CHRIS BROOKES  
GAZETTE REPORTER

Sporadic hissing from some 200 students greeted the four speakers, including Dr. Henry Hicks, at the CUS-sponsored teach-in on higher education last Monday night at Kings.

Remarking that the teach-in was the first he had attended which for not "for the direct or indirect purpose of criticizing the government of the United States," President Hicks expressed his general opposition to free university tuition.

All the speakers, including Education Head Prof. A.S. Mowat, AAS president Bill Currie, and Dr. H.P. Moffatt, deputy minister of the provincial Department of Education, saw the need for financial help to students.

Dr. Hicks expressed concern free tuition might lead to loss of academic freedom through government control, and emphasized the need for some student financial responsibility.

Giving the low per-capita income of the Maritimes as the reason for limited further provincial spending on education, Dr. Moffatt suggested a system of bursaries and loans for the student.

Prof. Mowat quoted a finding of the Central Advisory Commit-



SPEAKERS AT THE National Student Day Teach-in. From left to right, Professor A.S. Mowat, Bill Currie, Dr. H.P. Moffatt and President Hicks.

## Strong majority needed

By GWYN PHILIPS  
of Dal-King's Liberal Club

Canada needs a strong majority government. This was the essence of John Lloyd's address to the Dal-King's Liberal meeting in Rm 232 Tuesday noon. The Liberal member from Halifax-Dartmouth presented a strong case for his statement, based upon events during the last session of the House.

Attention was drawn to the opposition's preoccupation with 'delaying tactics', which transformed parliament into an amusement centre - a luxury which no government can afford. A Liberal Majority will restore some semblance of order and efficiency to a body whose function is supposedly the legislation of policies for the good government of the entire nation, said Lloyd.

He declared that Canadian citizens need look no further than the two old line parties for good government in the future. The presence of several parties in the same House meant a constant debate by various individuals, more in an attempt to secure good copy than to contribute anything to the business at hand.

There can be a strong opposition presented by one or two major parties, rather than a host of splinter groups Lloyd assured his audience.

In concluding his remarks, the Liberal member expressed faith in the people of Canada and their ability to decide in favour of a Liberal Majority, based on the government's record over the past eighteen months.

Sir Alexander MacKenzie hoped that the MacKenzie River would lead him out to the Pacific, but when it took him instead down to the ice floes of the Arctic Ocean he named it River Disappointment.

## Charges Council "neglect"

Spokesmen for the Dalhousie Men's Residence Council has charged that the "Dalhousie Council of Students has been gravely negligent in its responsibility to consult the student body."

Allen Dunlop articulately presented to Council a unanimous resolution from Men's Residence Council with these and other charges.

Apparently a poll taken at noon hour the previous Thursday had shown two out of 124 students were willing to march for free tuition.

However 92 of the men would march for a reduction in fees. Mr. Dunlop said "the vast majority are backing us. Do you have similar backing?" Later he challenged "We'll put ours to a vote, will you put yours?"

The resolution asked the Dalhousie Council to reconsider its policies on the financing of higher education. The residence council pressed its disagreement with a policy of "free university education." The resolution also insisted that the Dalhousie Council of Students "explain and clarify why it is requesting the student body to demonstrate, and that this be done before October 27, 1965 National Students Day."

## MacDonald serves notice of motion to censure Gazette

The Dalhousie Council of Students was served notice this week of a motion of censure of the Dalhousie Gazette, Joe MacDonald said this motion would be

brought to the floor of council next week. He said the purpose of this notice was so that the Gazette could prepare a statement.

## Test case to decide if YOU may vote

Monday Oct. 18 the enumerators were on campus. They registered for voting in the federal election only those students who were in residence by Sept. 8th.

"They were very tight," said Student Council President Robbie Shaw, "and that's their privilege."

"Thursday Oct. 21 a test case will be fought in the courts of revision. If this case is won the au-

tomatically similar cases will pass the court.

Shaw said that it would be a "rubber stamp" process if the case Thursday is won. Murray Fraser, the council's lawyer will fight to register a student who was at Dal last year and did not live with his parents this summer.

If the case is won this fact will be "well publicized across campus," by Friday Oct. 22.

## Aim is 1,000 volunteers in 29 countries by 1967

By LINDA GILLINGWATER  
Asst. News Editor

One thousand volunteers working in 29 countries by 1967 is the aim of the Canadian Universities Service Overseas.

CUSO, Canada's version of the Peace Corps, was organized in 1961 by students of three Canadian universities. This action was taken in response to the tremendous need of the developing nations.

Dalhousie students were formally introduced to the organiza-

tion this week by Judy Ransom and Brian Marson, associate secretaries of CUSO. They are currently on a tour of campuses in the Maritimes in an effort to bolster interest in the needs and services of their organization.

CUSO sends young professional and technical university graduates to serve in numerous countries in various capacities. Volunteers live and work under the local level of conditions.

This is designed to integrate volunteers with the people and to help volunteers understand local values and way-of-life.

A five week orientation programme is given during the summer at which time eight languages are taught; the history, culture, and development of the community are also discussed.

Volunteers go overseas during the first week of September. Dalhousie is one of the few universities that has never sent a CUSO volunteer abroad.

St. Mary's, St. Francis Xavier and Acadia Universities have sent workers in the past.

"This tour was specifically undertaken to remedy the situation which has existed here and get things going," Marson said.

"We are looking for much better things from the Maritimes next year, including at least 10 volunteers from Halifax," he said.

Until April of 1965, when the federal government gave CUSO \$500,000, been working on a shoe-string budget. This is the reason that CUSO has seemingly lagged so far behind the United States Peace Corps, which now has 12,000 workers in the field, Marson said.

Both Marson and Ransom stated that "there is work for every one of you to do in helping

the emerging nations in a concrete way."

Dalhousie's CUSO chairman is Ian Henderson. Further inquiries may be directed to him.

## UNBer's heckle Pearson

FREDERICTON (CUP)- About 50 university students heckled Prime Minister Pearson on his arrival here Oct. 15 despite pressure by Liberal Premier Louis Robichaud to try to prevent the demonstrations.

When the Prime Minister's plane landed at the Fredericton airport he was met by a crowd of Liberals who cheered as he appeared.

He was also met by the protesting students, who complained that they had been disfranchised and made other criticisms of the Liberal administration.

The signs read: "We Want Our Vote," "Universities Need Aid," "Pickpocket Pearson" and "Weak on Communism."

But most of the placards dealt with the many students being unable to vote because the election was called before students were in attendance at university.

The demonstrators confined their protest to chanting and jeering at Pearson "we want our votes", "where's Rivard" and "let's have honesty in government."

The students said there would have been many more demonstrators from the University of New Brunswick if a bus they had chartered had not been mysteriously cancelled at the last minute.

## Aitchison notes key world events

By GEORGE HARTWELL  
of The Gazette Staff

The key political events of the summer were analyzed by professor James Aitchison this week at the latest of his "Topical Hour" discussions.

He considered the loss of face of suffered by China in its efforts to push "the cold war line."

One political faux pas, professor Aitchison said, was China's charge that the breakdown in preparations for the second Afro-Asian conference was caused by "imperialist intrigue." Whereas in fact a majority of the original countries seemed willing to include the USSR.

The coup against Ben Bella in Algeria, he said, compares with the ouster of former Soviet Premier Khrushchev.

He explained that both politicians were replaced with "less flamboyant" leaders bent on "sound economic development".

In the same trend was the acceptance by "radical" Ghana of the western International Monetary Fund.

Professor Aitchison, commenting on the new Soviet stance towards world revolution, said he is convinced that "Russia does not want another Cuba."

And although Russia states its sympathy with wars of national liberation it will not exploit them.

In Viet Nam, he said, it appears Russia wants "neither a victory for Peking nor the humiliation of Hanoi" but would prefer a negotiated settlement.

Professor Aitchison recalled that in July, at Russia's request at Geneva, Russia, Britain and the United States showed urgency in attempts to negotiate a treaty halting the proliferation of nuclear weapons.

India and Sweden were also stiffening on their demands that the nuclear powers accept a freeze in nuclear armament construction and some limited disarmament measures.

Professor Aitchison said "Russia and the United States both trust that neither will start a nuclear war" and both give high priority to a treaty preventing the spread of nuclear weapons.



Splash Party: At the Y.M.C.A. on Barrington Street, The Dal Science Society invites YOU to swim (9:30-10:30) and then dance (9:30-?) - all for a quarter.

Free education:

# Predicted thirty years ago J.R.S.

By DAVID DAY  
Associate Editor

There is a newspaper editor in Newfoundland today who tells the story of how he once had the opportunity of changing the course of Canadian history, by pushing Joseph R. Smallwood from the open cockpit of a two-seater aircraft in flight over Newfoundland.

The editor jokingly recalled that at the time—many years ago, now the future Premier of Newfoundland was leaning precariously over the side of the cockpit to secure a more prominent view of the island countryside below.

Fortunately for Newfoundland, Quebec and Canada's 135,000 university students, that eventuality never came about, because the man who was born on Christmas Eve in 1900, and the man primarily responsible for bringing Newfoundland into Confederation 16 years ago is one of the best-known, most colourful and controversial political figures in Canada today.

J.R. Smallwood appears to have been born with all sorts of burning ambition. When he was 19, he was staff writer for Newfoundland's large evening newspaper, The Evening Telegram, and the first writer on the island to use a typewriter to perform his job.

A reporter at the Toronto Star told me several months ago that Mr. Smallwood spent several nights out of doors in St. John's that year looking for ghosts and a story for his paper. Later the same year, he wrote the first story for the world's press about the embarkation of Alock and Brown from Newfoundland to make the first non-stop trans-Atlantic flight in aviation history.

Before his newspaper days were over, Mr. Smallwood had reported as a correspondent for the New York and London press as well.

Later, in the United States, he helped campaign for a presidential candidate. That candidate lost, but since his election as Premier of Newfoundland in 1949, Mr. Smallwood has never lost a campaign.

And considering his economic and education policies in Newfoundland today, he may never be defeated. Most publicized of his

EDITORS NOTE  
Newfoundland's Premier J.R. Smallwood predicted free education for the island 35 years ago says David Day Law II who introduced the Premier last Saturday morning when he spoke to the Law School. These are excerpts from the introduction.

economic plans is the development of Churchill Falls, named for the late British Statesman Winston Churchill. Mr. Churchill praised the hydro power project proposed by the Premier when the two men parleyed in London in 1950.

And as for his education policies - Premier Smallwood planned to give Newfoundland free education for many years. In one of his six books, this one written in 1930, he predicted Newfoundland would have the benefit of free education by 1955 or shortly thereafter. His announcement of free tuition and student salaries 15 days ago has earned him the title of a 20th century philanthropist.

During the standing ovation that met his announcement of free education at Memorial University two weeks ago, one of the 3,500 students in attendance asked the Premier when the pension policy for graduates would be coming into effect.

Already, his books and bowties are collector's items; but Mr. Smallwood does not seem remotely ready to call it a day and write his memoirs for a quite a while yet.

He travels periodically to Europe to promote Newfoundland's natural resources; and in the late night, he has been known to conduct a search of Moscow for less successful politicians.

He is probably the only Premier in Canada who fields questions from newsmen at 7 o'clock in the morning over a telephone, or attends the christenings of young Newfoundlanders.

This morning, then, prior to going back to Newfoundland, the Premier has consented to come along to the law school and speak to us.

Nova Scotia had the first parliamentary government in Canada when the twenty-two member elected Assembly met at Halifax in 1758.

## MUSIC: PATRICIA MOWAT

### Baroque trio in Sunday Concert

Another exciting concert was given in the Dalhousie University Concert Series last Sunday afternoon, this time a baroque trio with Lawrence Boulay, harpsichord, Genievve Noufflard, flute, and Marie-Helene Panisset, cello. The Rondeau de Paris, formed in 1957 is dedicated to the cause of making old music better known, and specializes in the seventeenth and eighteenth centuries.

Beginning their programme with three short pieces by the seventeenth century French composer Delahande and the Sonata a trois by Leclair; the trio immediately captivated the audience with their sensitive and musically controlled interpretation.

Five short pieces by D'Anglebert and Couperin were then performed by Lawrence Boulay, who illustrated with great technique and musicality the variety of color tones and the virtuosity of the harpsichord.

Following, the three women returned to complete the first half of their program with a set of pieces by Rameau, and eighteenth century French composer. A most pleasing performance was again given.

The remainder of the program was devoted to the works of Bach,

Handel, and Hadyn. Starting with the Sonata in G minor for flute and harpsichord, Mademoiselles Boulay and Noufflard carried through some lighting difficulties with great aplomb.

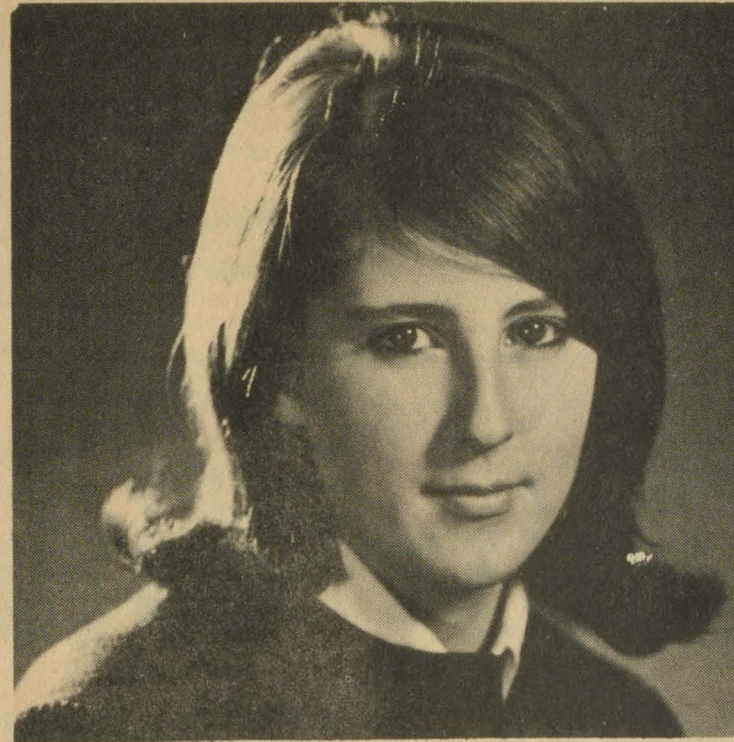
Criticisms of this performance are a fuzziness in the tone of the flute, technical difficulties in the Allegro passages. One felt that control would have better been achieved had the artist showed their tempi in these faster movements. But a sensitive interpretation and excellent ensemble playing made this Bach an interesting performance.

Miss Panisset then played Handel's Sonata in C major accompanied by Miss Boulay at the harpsichord. Although this was also marred by technical and intonation difficulties, the overall performance was excellent. Both players knew what they wanted and thus produced a fine Handel.

Completing their program, the trio returned to play Hadyn's Trio in D major, a well-executed work.

The large audience gave the trio a well-deserved ovation thus showing that the aim to make this type of music understandable to modern listeners had succeeded. We were again treated to an exciting afternoon.

## Vice-President is busy female student



Miss Elizabeth Campbell; Vice President of Dalhousie Council of Students

By LIZ SHANNON  
of The Gazette Staff

Liz Campbell, 18, vice-president of the Dalhousie Council of Students is what one would call an all-round girl.

Native of Montreal, Liz is presently a third year Arts student. All through high school Liz has held offices and in her senior year was Head Girl.

Although council affairs take up thirty to forty hours a week, Liz still manages to keep up with her studies. She maintains that if she puts her mind to something it will be accomplished.

Liz does regret that she can't spend more time enjoying her hobbies which include music,

quest form the Dawson Geology Club for \$60 to send delegates to a geology conference. Some members of council argued that small clubs were being overlooked. However, when the vote was forced support was withheld by a vote of 8 to 9.

In executive reports it was reported that so far 17 students have responded to the request for tutors of underprivileged junior high students.

A large majority of married

sports and writing. Liz plays three instruments and is in the process of writing a book. She intends to develop these more fully next year.

Liz was one of the twenty fortunate Canadians who went overseas with the Canadian Youth Movement in 1963. Here she met delegates from ten other countries whose aim was to develop peace through understanding. She feels this was one of the greatest experiences of her life.

Although Liz agrees that a woman's views are being considered more and more, she still says: "It's a man's world."

students have responded to the letter about a housing co-operative.

The Council voted to send John Howard Oxley to the international affairs conference on South East Asia.

Winter Carnival budget was approved so that one student may attend for less than \$7.

Paid events include a concert of the Brother Four, a ball at the Nova Scotian, a Dal vs S.M.U. basketball game and dance, "Ice Frolies," and a Maritime Talent Show, and an International Soiree.

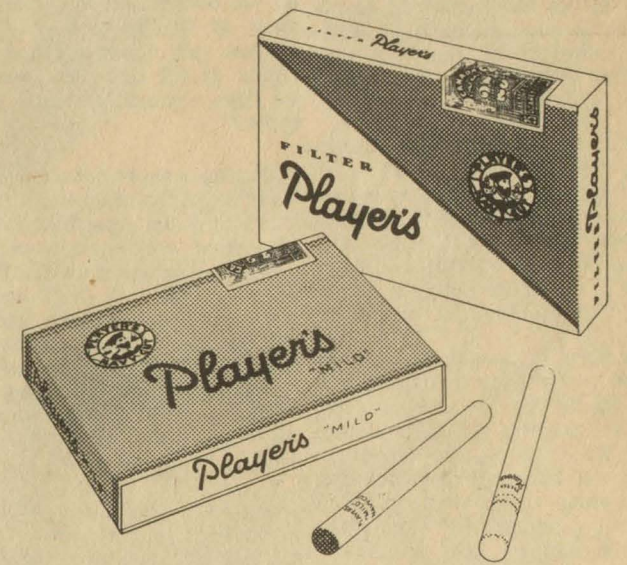
Some interesting events will be free - "toboggan races for an unknown beverage" . . . hmmm!

SOUTHAFRICA  
The National Union of South African Students (NUSAS) held its annual congress at the University of Cape Town in July. A great deal of time was devoted to educational questions. The assembly passed inter alia a number of motions dealing with Bantu education, all of which were critical of the present educational policy. It also expressed its unanimous opposition to the dismissal of listed lecturers from the universities. The assembly considered these actions to be a violation of academic freedom and an arbitrary infringement of the rights of those concerned. Other topics at the congress were student welfare, student travel and scholarship questions. The chairman of the student representative council at the Un-

The Danish students have been criticized by the general public for the misuse of money for the financing of studies. It is claimed that the students spent the money on alcoholic drinks. Together with this criticism came the proposal not to pay out money to younger students but instead to award them free board and lodging. In their defence, the students stated that it was by no means proven that they drank more than other sections of the population; asceticism, however, could not be demanded of the students. (Studentbladet, Copenhagen)

iversity of Natal, Ian Robertson, was elected new President of NUSAS. He will take up office in December. (SANSIPA, Cape Town).

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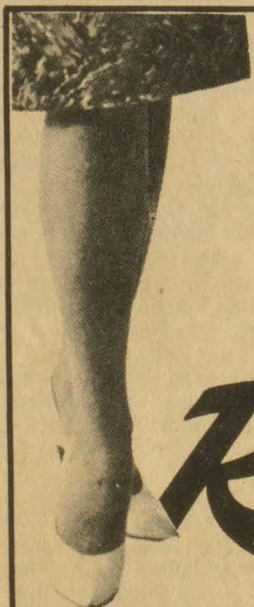
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## International Night Malaysia Night musical lures 300 students

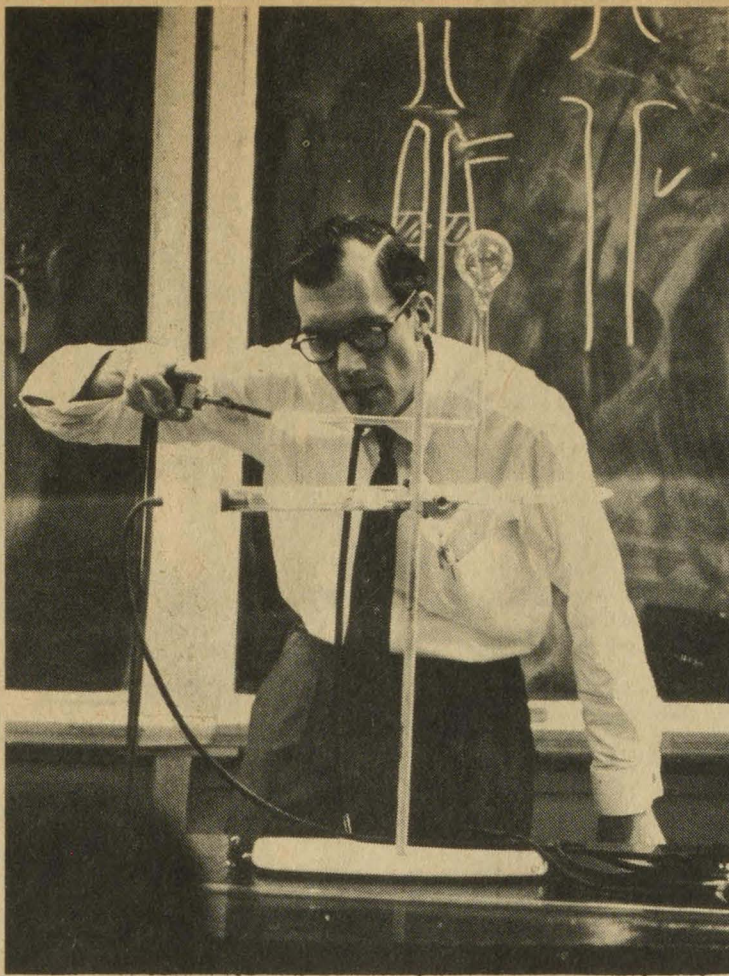
By CHEAK KEE SAIK  
Following the highly successful "Malaysia Night," the International Students' Association (I.S.A.) presented an even more spectacular evening on Friday 15, October . . . the "International Folk-Song Night." More than 300 eager people jammed Room 21 of the A & A Building to hear folk-songs from around the world. Of this number, about 50 had to stand throughout the entire performance thus attesting to the ever-growing popularity of the I.S.A. programme on campus and in Halifax.

"The Privateers," a popular local folk-singing group, thrilled the audience for the best part of the first 45 minutes. Their songs must have brought back nostalgic memories to those in the crowd away from home. After intermission, the Dal-Kings Chorale, under the direction of Professor Wilson, gave tremendous renderings of well-known songs, some of which left the audience gasping at the skillful endings. An African group followed up with a fine medley of African songs, enhanced by the absence of musical accompaniment.

M. S. Talwar of India charmed his audience with his impromptu witticisms, and concluded with a lilting and undulating Indian song. The popular instrumental, "Goldfinger," of James Bond fame, was given a new scope by the highly talented trio headed by Arthur Chin. The vibrant ring of their electric guitars complemented indeed the throbbing Calypso beat of the bongos, and the songs they played were thunderously received.

Miss Barby Wilson, from Brazil, impressed the group deeply with two Latin-American folk-songs in tongue-twisting Portuguese and with her third song, Lemon Tree, which she claimed originated in Brazil, moved the audience to join in with her, Oriental magic pervaded the air when the D.C.S.S. (Dalhousie Chinese Students' Society) singing group came on stage to sing of mountains, swaying trees and love.

The West Indian Singers capped the evening with three hot Caribbean songs. They swayed in unison to "The Evening Tide," "An Island Woman," and the most popular of all, "Liza." Reluctantly, but feeling very well-rewarded, the audience said good-night. All were looking forward to the next I.S.A. event, The "Festival of Films," Friday, October 29, in the same Room 21. Make sure you come along too, and enjoy the evening!



### MARITIME CHEMISTS BLOW OWN GLASS

Last Tuesday a joint meeting of the CIC and Science Society was held to see a demonstration of Glassblowing given by Dr. K.E. Hayes, an Associate Professor in the Chemistry Department.

First Dr. Hayes made some introductory comments showing the need, especially in these isolated parts of the world like the Maritimes for Chemists to be able to do their own glassblowing. In the demonstration he showed how to perform all the basic operations: pulling a point, butt-joint,

## Shirreff Hall girls rap complete freedom

By LINDA GILLINGWATER  
of The Gazette Staff

"So who wants to be equal?" Who indeed? Certainly not the 75 Shirreff Hall girls I interviewed.

98% of the girls were unable to even conceive of the notion of freedom. Of those who could, the majority were stunned by the prospect. Raised eyebrows and spontaneous outbursts of protest were the order of the hour. "Completely free? That would be priceless. You'd see the name of a Hall girl every day in the paper after that."

"The freshettes would never come back as sophomores; they'd be wild."

The vast majority of girls are apparently quite satisfied with the situation. Men created the double standard and have used the various rationales at their disposal so capably that their propaganda programme has been 99% effective. The Hall girls are almost all completely seduced by the fallacious arguments postulated by men throughout the ages to keep women in their PROPER place. When mention was made of the fact that men have their

own key to the residence and are free to come and go as they so desire there wasn't even a ripple.

The girls felt that the responsibility for proper behaviour was on their shoulders.

If the boys went on a drunk, well, boys will be boys but for a girl—(apparently the very thought of it was excruciatingly painful as the girl visibly cringed and refrained from further comment.)

After an hour or so, it became terribly clear to me that abstract principles i.e. freedom were completely beyond the grasp of the girls. The conversations quickly deteriorated into little squabbles about whether they should come in at 12.30 or 12.35, whether the House Committee should spy on these "honorable" girls, and whether or not they should be penalized for being a "teeny weeny, itsybitsybit late."

Finding this atmosphere just a trifle stifling, I asked if there were not a wider range of opinion. Surely every Hall girl didn't feel the system of leaves to be "quite fair", "very lenient" and "wonderful!"

At this point, the Vice President of the House Committee became very despondent. She

would love to show me some radicals but unfortunately "they just about all flunked out." (Had a vague feeling at this point that maybe, mind you just maybe, she was trying to establish a significant correlation between being a radical and being a flunkee.) However, all was not lost; I found some. I didn't like to destroy their enthusiasm by telling them they probably wouldn't be with us next year (I held a private moment of silence for our about-to-be-departing sisters however.)

One girl unhesitatingly voiced her opinion: "If we're wrapped up in cotton batten for another four years, we're going to be a mess!" The enormity of the situation struck another as she stated very solemnly: "Do you realize that I'll be 22 years old when I graduate and won't be able to say no yet?"

Seven girls felt that they would like to exercise their own discrimination, would like to have the responsibility for their actions in their own hands.

The majority felt their development could be effectively achieved within the framework of the present setup. Minor modifications would make the situation a little more palatable in gradual decreases in control as a girl progressed through her four years.)

Still others feel "it doesn't matter really."

Those who are willing to strike a blow for freedom are working against impossible odds. The victims don't feel victimized; the prisoners don't feel enslaved!

## Chess Club calls for new members

IDENTICAL ACCIDENTS  
HOUSTON- Miller's Cleaners has had two almost identical accidents within eight months. An automobile smashed through a plate glass window and struck the shirt-presser last December. Two women were knocked down and injured. Another car, driven by Joseph Dyche, 61 years old, crashed through the same window on July 29. His car hit the same presser and injured the same two women, along with a third worker.

A few Dalhousie students have gotten together and formed a new organization. The Dalhousie University Chess Club has been granted provisional recognition by the Students' Council and hopes to hold its first meeting in Room 222 of the Arts and Administration Building at twelve forty-five on Wednesday. Organizers of the club are Jim Mathers, Halifax City Chess Champion; Doug Brown and Glenn Rowe. Persons desiring further information should contact Doug Brown at 466-5831, after seven P.M.

# The most important questions you could ask about a career with IBM ...answered here

Last year's graduates said that the four most important considerations to them in evaluating companies where they might start their careers were challenging work, advancement opportunities, educational opportunities, and the use of ingenuity on the job.

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### Is there an opportunity to do challenging, exciting work at IBM?

There is naturally a greater sense of participation and involvement when the field you work in is as young, vigorous and growing as data processing. IBM is at the centre of what has been called an industry without bounds. Here you will find the diversity and continuing challenge of a pioneering industry. IBM machines are assisting in atomic research for industry, in space exploration, in the compilation of Olympic Games results. They are helping where steel is produced, where ships are built, where oil wells are drilled. They are at work in transportation, in agriculture, in real estate, in medicine, in education, in advertising, in construction, in banking, in manufacturing, in government. The climate for innovation, new ideas, and for talented new people is unusually good. Challenges abound. Knowledgeable people with a broad range of talents and abilities are needed, and IBM takes special pains to keep you from being cornered in confining or restricting jobs. The company finds it good business to help you—and every other employee—to discover *everything* you can do. The excitement of working where you can actually see the future emerging is here. Whatever your chosen area in this field, IBM can offer you a broad spectrum of stimulating activities.

### Are there real opportunities for advancement at IBM?

A person entering IBM now is still on the ground floor with respect to the growth potential of the data processing field. There is room for steady advancement. It's up to you, but everything possible is done to help. The company has been built on the proposition that we constantly improve our products and our technology while providing a maximum degree of satisfaction on the part of our employees in their assigned tasks. IBM has a reputation to maintain and only by moving promising new people along can the company fulfill its own promise for the future. The individual's quest for opportunity is welcomed and encouraged. Bigger jobs await those ready to take on bigger responsibilities. Promotion from within—based on ability and performance—is traditional IBM practice. Many of IBM's more important positions are held today by people in their thirties and forties who have steadily moved ahead from their first job with the company. For those who seek a real sense of job satisfaction, an IBM career presents stimulating intellectual and material rewards.

### What about educational opportunities?

The real assets of IBM lie in the potential of its people. IBM considers your university background only a beginning, just as you do. As you feel the need to review, up-date and advance your education, IBM provides a wealth of opportunities at every stage of your career. Here, education is a continuing process. In fact, each year IBM as a company spends more on education than do all but a handful of the world's largest universities, and there are a number of voluntary programs in which employees may participate with

company financial support. At IBM, progress is the result of human inventiveness, talent and skill. Through extensive education, training and management development programs, you are aided in preparing yourself to move ahead, by acquiring a well-rounded business background and making yourself eligible for many kinds of professional as well as management positions.

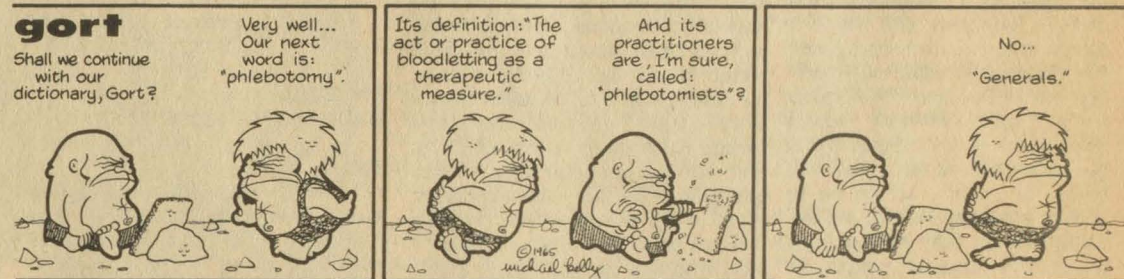
### Is ingenuity important at IBM?

Today there is scarcely a form of human activity in which data processing cannot play some useful part. IBM's rate of growth has created many opportunities for young people with outstanding initiative, imagination and competence. Because of the continuing need to expand and move ahead, you will find a remarkable readiness to accept change. You will find that your ideas count from the first day you come to work. And whether working independently or as part of a team, you will have IBM's resources to draw upon for technical and administrative assistance.

At IBM there are a remarkable variety of starting points and paths to advancement. You start with the assurance that a satisfying and rewarding career is available to you in a dynamic, thriving industry. Make it a point to discuss what IBM's "room for achievement" could mean to you with the IBM representative who will be visiting the campus.

### October 25

Your placement officer can make an appointment with our interviewer. If you cannot attend the interviews, write or visit the IBM office in Halifax at 1656 Hollis Street.



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International Business Machines Company Limited



# The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

Published by the Dalhousie Student's Union  
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- CHRISTOPHER CORNISH, . . . . . Managing Editor
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Asst. News Editor, Linda Gillingwater. Literary Editor, Jane Massey; Review Editor, Piers Gray.

## Fees, foreign policy, Pope prompt student comment

### FROM CUS

### TUITION, YES!

Dear Sir:

The following quote is from the encyclical letter "Pacem in Terris" of Pope John XXIII, we read:

"The natural law also gives man the right to share in the benefits of culture, and therefore the right to a basic education and to technical and professional training, in keeping with the stage of educational development in the country to which he belongs. Every effort should be made to insure that persons be enabled, on the basis of merit, to go on to higher studies, so that, as far as possible, they may occupy posts and take on responsibilities in human society in accordance with their natural gifts and the skills they have acquired."

The following extract is taken from the Universal Declaration of Human Rights.

Article 26, education.

- 1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- 2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

These quotes could be used as topics for a discussion group or a seminar on universal accessibility to post-secondary education.

Yours truly  
Rolli Cacchioni

Dear Sir:-  
With regard to the fees-situation, I am amazed at the unanimity of opinion which is apparently reflected by your paper. I am also appalled to read that so many of our "intelligent and mature" student leaders are advocating free tuition and salaries for students. Already, most of our universities and colleges are filled beyond capacity; have these people stopped to think about the situation which would occur if there were no 'barriers' except some minimum IQ? Lest I be misunderstood, allow me to make it clear that I do not consider a university education to be the exclusive right of the wealthy; I do consider it to be the right of every individual who has the ability. A right, I might add, which should be earned.

Far too frequently, the university is burdened with the student who is there for a 'good time', wasting his own time and money as well as his professors' and his fellow students'. Do you propose free tuition and a salary for such a student? From where, by the way, is the money for such a scheme going to come?  
I feel that the student who pays his own way through university gains more from his college years than one whose way has been paid. Why? because such a student has had to learn the value of his time and money, and he spends them wisely.  
Who benefits from a college education? Society? Only to a very small extent. No, it is the student who benefits; he benefits in increased salary, increased social status, and increased personal satisfaction. Why, then, should the student not pay for the benefits he is to receive? Even in this day and age, it is not impossible for a man or woman to put himself through university. Why should society pay for the relative few who are capable of obtaining a college education?  
The point has been raised that there are many who are not at university who should be; this is true, but there are many who are here who should not be. What, then, is the answer? I don't know! Student loans will certainly help, and I think that the maximum should be increased. Per capita (or per student) grants

should be increased also, but free tuition and salaries are not the answer. That which is not earned is not valued.  
Let us have from our student leaders, then, less bellyaching about increased fees and more constructive thought about feasible solutions.

Yours truly,  
T. E. Hogan,  
Graduate Studies IV.

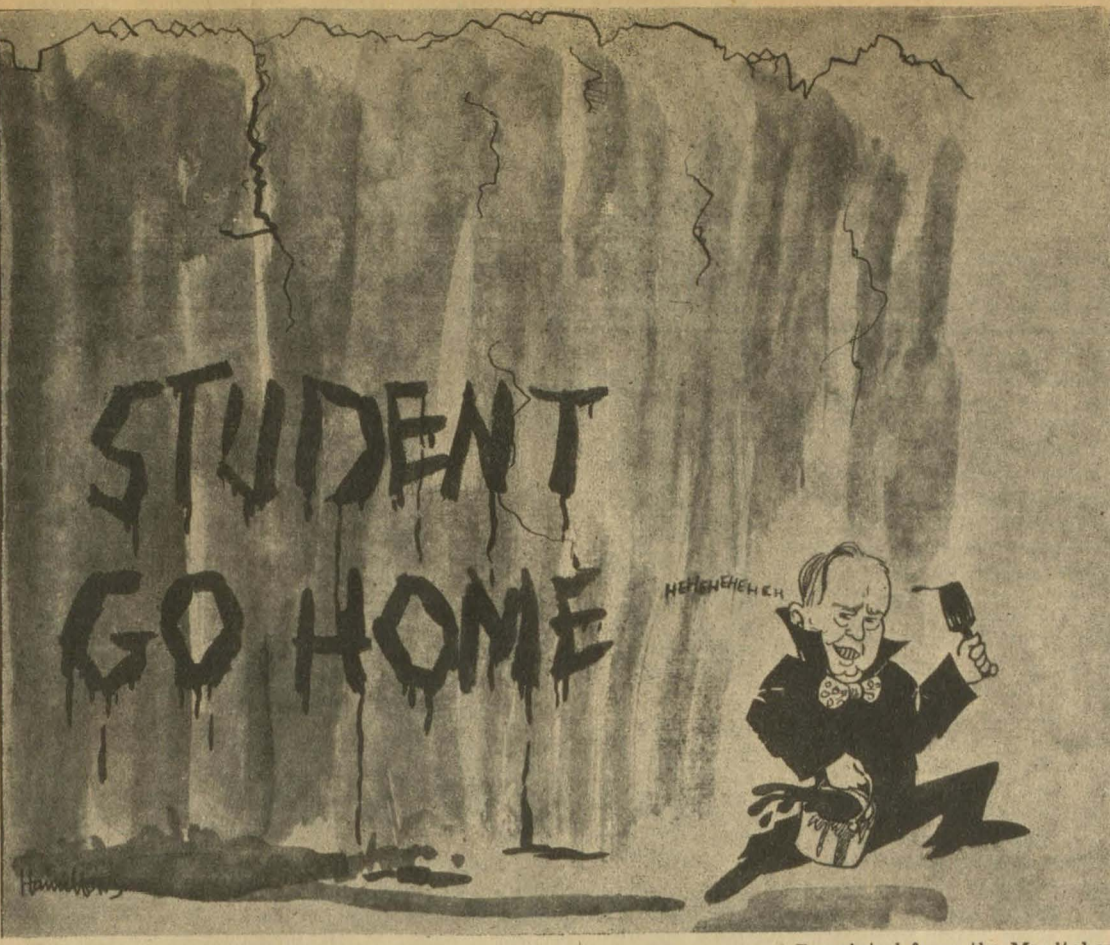
### VIET NAM, NO!

Dalhousie University  
12 October, 1965.

The Editor  
DALHOUSIE GAZETTE

Sir:  
I noted with amazed amusement that nearly half of your features, plus a spot on your editorial page, were concerned with a criticism of the US policy in Vietnam. In reference to the military police action under concern, I think it quite amusing that anybody outside of the Johnson regime of consensus should be so troubled by the question of legal and moral rights in this situation. The plain brute fact is that the United States has NO moral or legal right in Vietnam. To conclude from this that the US should get out of Vietnam is, however, not correct at all.  
The Communist Regime in China represents a tangible, declared threat to western affluence. Hitherto it has been controlled by the fact that on all sides, save South East Asia, the Chinese are bounded by "blue water". We may be thankful that the powerful US Seventh fleet rules these waters absolutely. South East Asia represents the only link in this armour. Regardless of the fact that at the beginning the Vietnamese nation could be reunited under Ho Chi Minh, regardless of the fact that this man is a communist dictator, it can easily be seen that eventually Southeast Asia would provide a new water frontage for China.

"Blue water" again, it would seem—not so, for the waters of this area are a muddy brown. The ease with which Indonesia has slipped subversives into Malaysia, and demonstrate the ease with which the area may be invaded, the general instability of the area would mean by chain reaction, it would not be long until our sister commonwealth nation Australia would fall under the Communist yoke.  
China must be contained, if not destroyed, and the US intervention in South East Asia is helping to keep the Chinese tiger (with an atom bomb in his tank) under strong guard. The sufferings of the Vietnamese civilians is incidental, and it will be readily admitted that the US troops in Vietnam are receiving excellent experience in an unusual form of warfare. In war, there are no moral laws. Thus when it comes to legal argument in Vietnam, the lawyers in charge of the



Reprinted from the Manitoban

## The Infallible Editor

The Gazette suggests that students don't march. For those who come from wealthy families (and that's a fair number of the total Dal population) the march is obviously a waste of time. For those of you who simply want a personal reduction in fees so that you will have more money available for enjoyment the march is obviously a waste of time. The public already thinks that university students live off the fat of the land and aren't likely to be sympathetic.

For those of you who are looking for a good time the march is obviously a waste of time. It takes place much too early in the day.

For those of you who are in agreement with the aims of the Canadian Union of Students the march is obviously a waste of time.

It's much more satisfying to hold erudite bull sessions on how the Council sold the students out. It is the opinion of this newspaper that most of you are going to find an excuse, the ones listed above should do very nicely for the unimaginative, and stay home on Wednesday. Mind you we could be wrong, but that is highly unlikely since the Editor is infallible.

Elsewhere in this issue there are statistics presented which indicate the need for greater accessibility to higher education. We have presented "ad nauseum" the arguments for increased government aid in this field with every issue this year. We suspect that you are tired of them; we know we are.

This week, students in almost every university in Canada will be holding marches, demonstrations, teach-ins, rallies and other events to bring home to government and to the public the need for greater financial assistance to our post-secondary institutions. This week many students across Canada, either because they have failed to find out about the situation in higher education, or because they disagree with certain phrases in briefs prepared by student leaders, will refuse to participate. This week, despite these students, National Student Day will gain its stated objective. The press, after all, are always hungry for news, and even a series of poorly attended marches across the country is still good news copy.

So why march? Why not let the other universities, and a few "keeners" at Dal carry the ball for us?

For some years now the Canadian campus has been stricken by a powerful malady—apathy. You have all heard of apathy. It is the subject of every college and university in the United States will have at least one closed-circuit television system by 1971, according to a survey by Stanford's Institute for Communication Research. More than 400 colleges now offer courses for credit over Educational TV, and 3.5 million students are taking courses for credit over ETV; 5.5 million others use ETV for supplementary instruction. (CPS, Philadelphia)

heavy artillery are the ones which command most respect.  
Yours truly,  
John Howard Oxley

of speeches by Presidents, Deans, student politicians, and campus editors. It effects this campus no less, (and sometimes a lot more) than other campuses. People just refuse to take part, they refuse to act. They will probably refuse to act on National Student Day. Why? Essentially because they are afraid. Afraid that action might mean knowledge, and knowledge, as everyone instinctively knows, brings with it a requirement for responsibility. And who wants to be responsible, or to put in more clearly, "why should I have to do the thinking and the work involved in changing society." This is the crucial question which so many of us ask just before we slip back into our private cocoon of security.

If you march you will be issued with a challenge. You will be required to do a bit of thinking, the march itself involves entering into a dialogue, and worst of all, someone may ask you after its all over to take further action on the whole question of higher education.

So don't go. Stay home and avoid the trouble. The Senate of this university has given its blessing to the march. Indeed a move to cancel classes was defeated by the narrowest of margins.

The President of this university has encouraged the march. It has been left to the discretion of the individual professors to contend with, or cancel their classes. Undoubtedly many will be canceled.

But don't go on the march. You can use the time to sleep in, or do some extra studying. At all costs avoid the responsibility which others have been carrying for you. Urge your fellow students to say they don't like marches so that you can stay out of the resultant dialogue. Stay home and show the council that they are all too wishy-washy (or if you like, too radical—we don't care how you rationalize.) Maintain apathy because its demise may mean the death of your intellectual comfort.

We said above that the editor of this paper is infallible. Of this there can be no doubt. In his infallibility he has declared that the students of Dalhousie will find excuses to support their apathy so that they can avoid participating in National Student Day.

The Editor is never wrong.  
But this week he hopes to God that he is. Live universities are nicer places than dead ones—you people decide about Dal this Wednesday.

Every college and university in the United States will have at least one closed-circuit television system by 1971, according to a survey by Stanford's Institute for Communication Research. More than 400 colleges now offer courses for credit over Educational TV, and 3.5 million students are taking courses for credit over ETV; 5.5 million others use ETV for supplementary instruction. (CPS, Philadelphia)

A six-member delegation of student leaders from the USA visited Malaysia towards the end of July. The delegation's trip was sponsored by the United States National Student Association (USNSA) and it took them to Singapore and Kuching in Sarawak. (Asian student bulletin, New Delhi)

heavy artillery are the ones which command most respect.  
Yours truly,  
John Howard Oxley

## Letters to the Editor

### Found difficulties

Dear Sir:

I am shocked as an English Canadian to have been unable to send a telegram in Halifax in one of Canada's official languages last week.

Although I phoned several times night and day, there was never anyone in the telegraph office able to comprehend a single word of French; neither was there any person capable of taking a French message clearly and slowly dictated, even when the meaning of the telegram was explained in English.

Naturally, I immediately phoned the assistant manager who promised to get the manager to investigate the policy of CN on this matter. He assured me that there was a bilingual girl who worked during part of the day, although she was absent on the five or six occasions that I called.

For this reason, I was unable to quickly communicate with the Student Union in Moncton. Similarly, I would be unable to send a message to 325,000 other persons in the Maritimes alone, to say nothing of the five million French-speaking Canadians outside the Atlantic region.

Communications in one field where fluency in both of Canada's languages is absolutely necessary. A public corporation like CN should be concerned with providing services, not making profits. Receiving telegrams in Halifax from Quebec and the other French-speaking areas outside the four Maritime provinces must be impossible between 5:00 p.m. and 9:00 a.m. and difficult since the supposedly bilingual operator is rarely, if ever, present at any other time.

Not only are the operators in Halifax unable to handle messages in French, but they do not even have a stock French line memorized to explain their lack of comprehension to the caller and to refer them to some other

phone number where a French-speaking person could at least explain the dilemma.

On bilingual New Brunswick girl presently studying at Dalhousie University called and spoke French exclusively for one or two minutes as an experiment before 5:00 p.m. on Monday, Oct. 4. She was greeted with the following words uttered rapidly without any consideration of the fact that she evidently was not English-speaking (directly quoted):

"I don't know what language you're speaking, lady, Italian or French or whatever it is, but I can't understand a word you're saying. We only speak English here. . . ." This experiment was carried out on two other days with similar results.

Obviously either the assistant manager's promise to do everything in his power to have the injustice rectified was not fulfilled or the CN national office simply refused to ensure that at least one bilingual person was in the telegraph office twenty-four hours a day.

In view of the failure of the CN to act, the members of the Association of Atlantic Students, the regional of the Canadian Union of Students, voted unanimously to bring the problem to your attention and other parties concerned. I am presently engaged in writing letters to Premiers Lesage and Robichaud, La Presse, L'Evangeline, Le Devoir and Canadian Press to explain the inexcusable failure of a public corporation to provide staff capable of handling telegrams in both Canadian languages. I trust that the particular situation in Halifax will be rectified immediately.

John W. Cleveland  
Secretary-Treasurer  
Assoc. Atlantic Students  
c/o Univ. King's College  
Halifax, Nova Scotia  
(phone 422-4016)

## Do students go through the "meaningless Hell?"

Dear Sir:

As an illiterate high school drop out I have always been interested in the way university camp function from the students point of view. After spending the better part (in time only) of two weeks at Dal and Kings, I am thanking the powers that be for letting me be so fortunate in as much as I have not gone through the meaningless Hell that university students have endured for so long.

The cafeteria set are authorities (so they tell me) on: The United Nations, The K,K,K, The philosophy on action vs inaction and the Bladen Report. Let is be well known that the arm chair philosophers give me an acute pain in my rectum.

I have heard the Gazette slaughtered by students who have never and likely will never send in so much as a ball score. The council is criticized for being authoritarian and have I EVER SEEN ONE OF THOSE "experts" participate in the council affairs? You can bet your next three years' tuition that they don't run for council to change things.

The THINKERS have grinded me time and time again for reasons why I want to change things. They say "What do you want in the end? What qualifications do you have? Who is to say that you are right?" These are tough questions and if Columbus had waited for the answers, the Indians wouldn't be living on reservations now. Be thankful, all you statisticians that your councillors and editors do act because you are talking yourself into inactivity.

Since these camp are made up predominately of students of middle class and upper parentage, there is no doubt in my mind that "Terry and his boys" are using valuable space that could be better used to cover frat parties and fashion shows.

To the ones who are trying to bring the Nova Scotian universities out of the dark ages I send my utmost and sincere encouragement.

To the cafeteria set who are not of the "IN" group I send my deepest sympathy and thanks -- sympathy because you are slowly dying -- thanks because you discouraged me from becoming part of the world's biggest farce.

Yours truly  
Rocky Jones

ED.  
Burnley "Rocky" Jones is a native of Truro, who has returned after spending some time in Upper Canada, and the American South to head up a SUFA project which is centred on the Negro communities in the Halifax-Dartmouth area.

# Who pays for our education? ... at least four groups contribute Student is major shareholder; bears largest burden

At present, there are four groups in society which contribute towards the cost of higher education. Listed in the present order of importance, they are: the student, his parents, the state, and various corporations, foundations and private donors.

The student contributes through his summer earnings, through various loans which he may be required to repay after graduation, but primarily through the earnings he must forego during the years he is being educated. Many observers, in particular the economists concerned with investment in human capital, have come to argue that earnings foregone are by far the most formidable deterrent to continuing one's education.

Unfortunately, the concept of earnings foregone is a difficult one for laymen to accept. Yet earnings foregone is a most serious deterrent to the continuation of education, and if observers would only place themselves in the position of the lower income groups with which we are concerned, they would see that the temptation of one more wage-earner, gaining a minimum of \$2,000 each year, is too great for a poor family to resist. In effect, then, earnings foregone seem like a "far-out" notion only to those from whom such an income loss would not be serious, i.e., those who are already at university (the members of this committee, for example).

Parents today, are expected to make a sizeable contribution to the financial needs of the student, theoretically paying the difference between the total cost of a year's education and the total income of the student. In practice, parents usually cover the major portion of the student's living expenses (board, clothes), in addition to absorbing partially the loss of earnings over a period of years.

The State is supposed to enable the student to attend university even if his contribution, added to that of his parents, is not enough to defray the total year's expenses. In addition, the State makes certain direct grants to the Universities and Colleges.

Private organizations (e.g. corporations) make the smallest - and least dependable - contribution, perhaps awarding a small number of achievement scholarships or grant for the purpose of basic research.

Conclusions: This is a very brief description of the division of financial responsibility in the higher educational system as it exists today. That this division is no longer satisfactory is not in doubt, for it satisfies neither of two basic criteria—Universal Accessibility and Financial Adequacy. We have not achieved universal accessibility in Quebec, nor are our universities receiving adequate financial support.

In discussing any reallocation of financial responsibility for higher education, our aim must always be: to gain a general level of education sufficient for a modern technological state, such a level being attained only through a system which guarantees un-

iversity accessibility to all competent citizens, while ensuring Financial Adequacy for all higher educational institutions. The validity of these pre-conditions are self-evident.

That we do not have universal accessibility in Canada is a well-known and accepted fact; that our universities do not have sufficient financial support becomes obvious when we compare professional salaries, research facilities and budgets of Canadian educational institutions with American ones. For example, the total budget of McGill University is approximately twenty eight million dollars, while at the University of Pennsylvania it is ninety four millions, and at Cornell one hundred millions.

### WHO SHOULD PAY FOR HIGHER EDUCATION?

By examining the four groups in society who presently support the cost of higher education, we can determine who, in theory at least should really be paying. There is no doubt that the student should bear a major portion of the burden. No one, least of all economists concerned with investment in human capital, suggests that the student should not pay a part of the costs. The student is a major share-holder in his own education. He is the one directly involved; he will be receiving a sizeable return, financial and otherwise, in the future. Obviously, he must make both a financial and intellectual investment.

Until now the student's parents have also had to make a major financial contribution. Whether this is socially and economically just is questionable. Financially, the parents have been supporting their child for a minimum of 17 years. They have had to give up many personal enjoyments simply to be able to pay for the child's food, clothing and living expenses. In effect, by asking them to continue their financial assistance, we are telling them that they must contribute more money than ever to support a "child", who is really old enough to be a wage-earner.

In this light, no lower-income family could really be expected to encourage its children to attend university. The Anderson Report of Great Britain places considerable emphasis on the importance of the role of the parents in influencing the child's decision. It suggested very strongly that the removal of a financial burden from the parents would be a major positive step in increasing accessibility of higher education.

Aside from these essentially economic (or financial) reasons against the continuation of the present role played by important social problems, any system of financial support for universities which includes major contributions by parents, can never really achieve universal accessibility. Such a system, by its very nature, merely emphasizes the social and financial barriers existing between different income groups. Limited aid or bursary projects, involving the use of a means test, do not eliminate these barriers.

The third "group" now contributing financially to higher education is the State. As in the case of the individual student, the State is a major shareholder in the education process of its citizens. Not only will it receive concrete social benefits from the education of its citizens, but it receives a very major economic return as well; an economic return so great that it cannot be disregarded by the modern, technological State. The State must obviously be prepared to make a proportionate financial investment in education in order to protect and improve its economic position.

In the United States, corporations, foundations and various private donors make very considerable contributions to higher educational institutions, and these groups carry a considerable portion of the over-all financial burden. In Canada, too, we can justifiably expect such organizations and individuals to contribute generously, but not nearly to the same extent as in America. This problem is closely tied in with the question of foreign ownership of our industries. Moreover, those organizations which do have primarily Canadian ownership are not numerous enough nor rich enough to duplicate the efforts of their American counterparts.

Conclusions: We have examined the four groups now contributing to the financial support of higher education. We have found that, in establishing a new division of financial responsibility, we have had to discard parents as major contributors, for not to do so would be (1) economically unfeasible, and (2) socially unjust and unwise; economically unfeasible simply because most parents don't have the money to support such a financial burden; and socially unwise because the parents could not be expected to create a favourable social milieu where the children's education would be emphasized. We have further had to discard corporations, foundations and private donors as potential contributors, for these groups could not bear the load adequately.

On the other hand, we have seen that both the student and the State should be required to contribute the major proportion of necessary capital because it is these two "groups" that get the greatest return on their investment—this return being measured in both economic and social terms.

### WHO CAN PAY?

We have already examined who presently defray the costs of higher education, and also who should ideally pay these expenses. Any further discussion must take place in the light of the conclusions reached: (1) That any system for financing higher education must guarantee both Universal Accessibility and Financial Adequacy, and (2) That the ideal system would involve financial contributions from the students and the State only. The purpose of this chapter is to enquire as to who can, actually, pay the costs of high education. We must therefore decide whether this system is a practical one, or

whether it requires certain modifications before it becomes workable.

There is no doubt that the level of education of the population is a major factor in the economic growth of a country. Demison, for example has estimated that 43% of the Gross National Product can be directly attributed to the investment made in education.

Even right-wing economists, such as Gary Decker, have recognized the economic importance of education. In his latest book, "Investment in Human Capital", Decker conceded a minimum total rate of return of 25% (per annum) on the investment in education. Decker further calculated that of this 25% total return, the return to the individual is in the order of 8%, leaving a return of approximately 17% which can be attributed to external economies. That is, the State as a whole, exclusive of the personal gains of its University graduates, can expect an annual return on its investment in education of nearly 17%.

Although much research in this area is still being carried out, several general, but nevertheless valid, conclusions have already been drawn. The return to society on the investment in education is: (1) very large, and (2) considerably greater than the return to the individual (proportionately it is probably twice as great, 2:1).

It is therefore obvious that the State must bear the major portion of the total cost of higher education. What remains to be answered is whether the State and the student are able to accept their respective financial responsibilities.

The student is able to support his portion by virtue of the investment he is making by foregoing several years' earning, because he is attending school. As already noted, earning foregone represent a real investment for the student of at least \$2,000 each year.

The State can definitely support its portion. Thought it will probably be necessary to raise a special educational tax, if this tax is applied on income and on a graduated-scale, we will eliminate the often-heard criticism that wealthy people will be receiving an undue advantage if education is free. They certainly will not, for they will pay the equivalent of fees through taxes, the end-difference being that the poor man's son will now enter university on an equal footing with the rich man's son.

What is important is this: education of its citizens is today an economic necessity for the State. Education is far too important to be left for the 1970's. University Accessibility, accompanied by an adequate financial set-up, is today a priority of the first order for the State. The State can cover its share of higher educational expenses, even if this means postponing some other presently preferred projects.

Guns boom over Kashmir... since independence in '47

# Kashmir boundary dispute has long history

By BEN TAHIR

For Canadian University Press

Editor's Note: Two weeks ago an article concerning Kashmir was written from the Indian Standpoint. Ben Tahir is a Pakistani who came to Canada five years ago. The following represents a Pakistani Student's Position:

(CUP) When the guns boomed over the high and low grounds in the former princely state of Kashmir last month, it was not the first time that her people had seen such action.

Kashmir, a former land-locked British protectorate had been a separate suzerain state as far as the geographical and historical limits of the Indian sub-continent extend.

The borders of 84,471 square miles of Kashmir skirt five strong powers in that region. To the north lie Afghanistan, the USSR and China (Sinkiang). To the east lies Tibet, not under Chinese control. On the south she borders India, and on the west, Pakistan.

Under the Independence Act of 1947, the British divided the sub-continent into India and Pakistan.

The princely states numbering several thousands were given the choice of either joining India or Pakistan or remaining independent.

Most contiguous states opted with either of the emerging nations.

Junagadh, Manwadar and Mangrol, however, not contiguous

with Pakistani territory, declared their accession to Pakistan. The Nizam's Dominion of Hyderabad Deccan, a 700-year-old Moslem state, wished to remain a dominion under the Crown, but signed a standstill agreement with India for postal and telegraphic communications.

Kashmir signed a standstill agreement with Pakistan, but her Hindu Maharaja signed the instrument of accession with India against the wishes of his 77 per cent Moslem subjects.

There were also the French Indian possessions of Pondicherry, Karikal Chandernagor, Yanam and Mahe, and Portuguese settlements of Goa, Diu and Daman.

Later in 1947, India sent her 'Liberation Army' into the states of Junagadh, Manwadar and Mangrol, claiming that the majority of the population were of Hindu faith and that the Moslem rulers had no right to accede to Pakistan.

India in 1948 attacked Hyderabad Deccan on the same pretext, while that country was fighting her case before the United Nations. Within four days the 18,000,000 people of Hyderabad Deccan capitulated to the Indian Army and Air Force.

The country was subsequently annexed and given over to the neighbouring provinces. The case of Hyderabad Deccan was shelved at the United Nations.

When Indian troops were sent into the state of Kashmir, Pakistani tribal irregulars fought alongside Kashmiris against the In-

dian Army and the Maharaja's soldiery.

The hostilities came to an end in 1949 under UN auspices. A ceasefire line was drawn with about two-thirds of the country under Indian control. Lt.-Gen. Nimmo of Australia headed the United Nations Commission on India and Pakistan (UNCIP). Of the 40-man staff to oversee peace in Kashmir, 9 were Canadians.

Kashmir, a country four times the size of Nova Scotia and Prince Edward Island together, is as picturesque as Switzerland. The lofty peaks in the Pamir Knot reach over 25,000 feet, and attract many a mountaineering expedition. The southern plains dotted with lotus-laden lakes bring honeymooners by droves to lavish on the houseboats.

Kashmir's only two roads linking the outside world to them before 1947 wound their way through the present West Pakistan territory.

India built a road in the fifties as a supply route to her 100,000-man army stationed in Kashmir.

Kashmiris' dream of making their country an Asian Switzerland has become their nightmare. With three of the stronger neighbours, India, Pakistan and China, controlling 100 per cent of Kashmir land even suggesting such a dream becomes quite impossible.

Since 1949, twelve UN resolutions were announced and all were accepted by Pakistan. India has not accepted any.

The Indian argument is based on the fact that Pakistan did not withdraw her forces as the second condition of the UN resolution; the

third condition was for India to permit a plebiscite for the Kashmiris to decide their preference to join either of the states.

Pakistan has made several proposals for a plebiscite in Kashmir at the UN and by representations to the late Indian Premier Nehru.

Pandit Nehru had on several occasions agreed on principle that the Kashmir problem should be solved but he had a deep emotional attachment with the country, which he considered his home.

It takes India 100,000 armed men with a large local constabulary to govern the land.

Economically and strategically West Pakistan is dependent on this area, as the Rivers Indus and Chenab flow through Kashmir into Pakistan. Indian attempts to damn this water at will have spelled disaster to the Pakistani agricultural economy.

With the war over Kashmir, India faced an opponent one-fifth her strength. It was the first time the Indian Army and Air Force had met with strong resistance, unlike their easy victories in their earlier adventures. It was a fight between Indian quantity and Pakistani quality; between might and right.

As the Kashmiris can never hope to make their country another Switzerland, the only chance they have is the United Nations, for a plebiscite to choose their ally with whom they could live in harmony and without dread.



## MAID MARION

This column is intended to provide concrete advice and comfort to students with problems. Please send all letters to Maid Marion, c/o The Dalhousie Gazette. A determined effort to answer all letters will be made. Anonymous signatures will be quite acceptable.

Dear Maid Marion,  
The other day I wanted a roasted marshmallow more than anything else in the world so I went behind Shirreff Hall where there's lots of dry leaves for a neat bonfire. I really didn't mean to do any damage but the dean called the arson squad. Do you think the dean has it in for me?

Zelda Q.

Dear Zelda,  
I think you do have a problem. Have you ever tried to understand the dean? Have you ever explored your own personality in terms of a desire for a marshmallow? Have you ever considered the deep emotional significance and Freudian overtones of burning autumn leaves? I am enclosing a pamphlet entitled "A Handy Guide to the Marshmallow, Inner Tension and Pipefitting" which I am sure will be a great help.

Dear Maid Marion,  
I had an interview with the dean yesterday during which he suggested I leave the campus and take a Y.M.C.A. course in basket-weaving for intellectual stimulation. I got a 31% average on my last set of exams and my professor said the paper I just handed in was the most abstruse he had ever had the privilege to read. Since I attend all my classes and spend eight hours studying every day, I greatly appreciated his kind remarks. Do you think the dean has it in for me?

Clyde S.

Dear Clyde,  
I think you have a problem. Your difficulty may be one of adjustment to the social and cultural advantages of campus life. Throw yourself into extra-curricular activities; join a fraternity, run for the Students' Council, play football, audition for "Julius Caesar" and offer your writing talents to The Gazette. Then see your dean again. If his attitude does not change, even in view of your substantial contributions to the really important things on campus, report him to the R.C.M.P. as a subversive element in Canadian society. Things should improve after that.



## Treasures From Afar

### Kangaroo skin rug, kohati knife at Dal's oriental marketplace

by CATHERINE MacKENZIE

Do you want a coye-leader; a kangaroo skin rug, or a kohati knife? If you do, come to The Treasure Van, - Dalhousie's oriental marketplace. Sway to the strains of exotic music amid the richly decorated lounge of the Men's Residence.

Treasure Van will receive its first guests at 10.00 a.m. Oct. 25. The official opening, with Libbie Christensen, radio and television personality, as guest of honor, will begin at 7.30 pm that evening.

The birth of Treasure Van was a result of World War II. Mrs. Ethel Mulvaney who was taken prisoner in Malaya resolved that when the war ended she would do everything possible to

help those less fortunate than herself, by stimulating a demand for the handicrafts.

In 1952 several McGill students, unable to attend a WUSC seminar, met with Mrs. Mulvaney - Treasure Van was born. This enterprise, which was intended to provide foreign markets for Indians and to raise funds to help WUSC projects was to visit every Canadian campus once a year.

The Van has acquired a permanent collection of gifts over the years. The first, a gold and silver chest, was donated by the Maharajah of Mysore. Since then contributions from the elite has produced a fascinating collection of dolls from all over the world.

Treasure Van sales reached an all-time high of \$141,158.00 in 1964-65. Up until 1959 the management of this enterprise was in the hands of Mrs. Mulvaney - 25% of the gross sales going to W. U. S. C. Responsibility passed to W.U.S.C. in 1959 with Mrs. Mulvaney as Honary Director.

The object of Treasure Van is four-fold. A real attempt is made to arouse interest in the crafts and cultures of other countries. It is hoped that Dalhousie sales staff and hostesses will be in their national dress. International folk-singing and dancing will highlight the opening night activities.

By producing a market for craftsmen in developing countries, they will be able to raise their standard of living. Approximately 25 countries will be represented at the local Treasure Van.

The proceeds from Treasure Van are used by W.U.S.C. to finance student-welfare projects in Canada and overseas. Along with money from SHARE campaigns, these funds buy books and medical services for needy university students the world over.

Now that we all know what Treasure Van is let's not miss it. The committee still needs volunteers. Needy university students and craftsmen need your support.

## Sadie says there's hope for you, too

By PADDY THOMAS  
Special to The Gazette

In three weeks, that long-awaited event will take place; breathlessly anticipated by both sexes of this university - that wonderful phenomena called Sadie Hawkins Week.

Unfortunately, few people know it exists. A few brave girls stalwartly will take the big step if it is a boy they have known for at least a year, but the main body of women students are horrified at the suggestion. It has been impossible to organize a united onslaught after boys. "Me? Ask a boy?" Well certainly. Here is your chance girls, when you are within your rights to be FORWARD! Think about how darling you can be. From October 25 - 29 every girl on Campus has the opportunity to be a Daisy Mae. You don't have to wait for that hunk in History class to ask you for coffee first.

Sadie Hawkins is sponsored by Delta Gamma - to which every girl on campus may belong by the way - but naturally the wee small group of Delta Gams who are struggling to survive, cannot march out and sweep the boys off their feet by themselves. For the week to be a success ALL the Female population need to be solidly behind it as an enthusiastic group so that "those boys" won't be able to wait until the week is over to ask YOU out.

FRESHETTES! before you are absorbed - alas - in the studious atmosphere and think of nothing but books, show what spirit you really do have. SOPHOMORES in that "slump" DO SOMETHING. JUNIORS and SENIORS away up in that lofty realm beyond such frivolity, forget the sophisticated stuff for a week.

Monday will start the week with a hootenay or such for all where you may mingle (no excuse - "I don't know anyone"). Tuesday we serenade the fraternities, Wednesday your chance to ask "the one" out and win a

prize for the most original date (breakfast in the cemetery?). Thursday we serenade the Men's Residence and the graduate fraternities. Friday you go semi-formal with "the one" discotheque style. Corsages are required (you make them - out of garbage, candy etc. a prize for the wierdest.)

Now, actually you only have to ask a boy twice. The rest of the week is planned for the whole group, and even if you are that shy, you can participate in those events.

This is a good time for the Halifax girls and the residence girls to get to know each other - which is the main purpose of Delta Gamma - so LET'S SHOW! EM.

### Where campuses get their money

## Tuition fees 20 per cent of expenses of educating students

The Christian Science Monitor - November 16, 1964  
Where do colleges find the financial oil to keep going? Who is paying the all-important fuel bill?

Tuition accounts for about 20 per cent of the expenses. Private gifts, endowment income (playing an increasingly smaller role), and dining hall and dormitory enterprises help to pay about 35 per cent of the operating costs. The real bulk of the bill, on the average, is paid by the government.

Public institutions draw a full 60 per cent of their income from government sources. Private institutions depend on government for a comparatively paltry 22 per cent of their costs.

#### PROJECTS WELCOMED WARILY

Most government help is in the form of research projects. They are welcomed - but cautiously. Most universities fear the funds may distort the importance of teaching or of the humanities which rarely draws any research aid.

Once completed, research contracts can leave a university with an expanded plant and a stiff set of financial commitments. Yet a flat "no" to a government offer is rare. Rejection is a luxury few colleges feel they can afford. Like Harvard, however, many colleges do turn thumbs down on classified research jobs.

#### FUNDS CONCENTRATED

Most government contracts tend to bypass smaller colleges and concentrate at 50 to 60 of the nation's largest educational institutions. Both Harvard and the Massachusetts Institute of Technology are among the "Top Ten."

In the past decade Harvard's income from this source rose from 18 to 32 per cent of its total operating costs. In his annual report, Dr. Nathan M. Pusey, Harvard president, points out that the funds - largely for supplies, equipment, salaries, and grants -

rarely go into basic educational programs. They are concentrated in the university's medical school, school of public health, and science departments of the faculty of arts and sciences.

MIT recently drew a whopping \$52 million in one year from government contracts. That figure comes to half of the institute's total annual academic expenses.

Other government help to colleges and universities comes mainly in the form of construction funds, dormitory loans, loans to undergraduates and grants to graduate students in haphazard fashion.

"Government got into the support of higher education through the back door," asserts Wilbur J. Bender, former dean of the college and admissions at Harvard University and now director of the Permanent Charity Fund of Boston.

#### ISSUE OF CONTROL

"The total need of higher education and the government's responsibility have never really been examined. But the piecemeal way its aid comes in now - through so many government agencies - makes very little sense. It's not a rational, articulate, well-thought-out program. Part of the problem is that universities have neither spoken courageously or with one voice."

In general, Congress, which prides itself on the self-made men who comprise it, has given more financial attention to physical facilities of colleges than to scholarships, says Martin Lichterman, executive director of the New England Board of Higher Education.

Is there much danger of government control of educational policies? Most educators regard the threat as a greater than the actuality.

"Government control is the oldest and dumbest one in the

books," says Dr. John W. Lederle, president of the University of Massachusetts. "I can't see this one at all. Potentially coercion could come. . . but it hasn't. Great state universities like Michigan and Wisconsin defy it."

#### TUITION CHARGE

"Fiscal hamstringing" of state universities is fast on the wane, according to M. M. Chambers, former visiting professor of higher education at the University of Michigan. Even legislators recognize the importance of independent university administration.

Next to the government, the greatest single supporter of college expenses is the tuition charge. Private institutions depend on it to the tune of 34.3 per cent of their income; public colleges find it pays for 10 per cent of their expenses.

Although well over \$100 million is awarded nationally in scholarships each year - compared with a mere \$10 million before the war - the hike has not kept pace with the terrific rise in tuition. "Since the waning of the GI bill, we have as a nation turned our backs on undergraduate scholarship assistance," charges Francis Keppel, United States Commissioner of Education.

He calls the National Defense Education Act, which administers loans to more than 170,000 students a year, federal aid "at its best-stimulative rather than preemptive."

But the commissioner cautions against considering loans the only answer. There is a "peril point" of indebtedness beyond which many families are not willing to go, he says.

Actually most students who need help get through college on a "package deal." This is a combination of loans, scholarship help, and job earnings. Few "gifts" stipends are fixed, but they tend to be larger for the top students.

## Next Monday Treasure van is opening here

OPEN MONDAY EXOTIC GOODS FROM ALL OVER THE WORLD W.U.S.C. on Dalhousie campus will be sponsoring TREASURE VAN this year from October 25 to October 29.

The display will be open in the Library of the Men's Residence from 10 A.M. to 10 P.M. The public is very welcome.

Treasure Van visits colleges and universities from Newfoundland to British Columbia. The sales are held on the campus, and are organized and operated by the local W.U.S.C. committees.

It is part of the World University Service, an organization which was set up by faculty members in various countries after World War I, to assist students.

Nicelo work from Thailand, ivory and silks from India, mother of pearl from Jordan, turkish coffee sets from Yugoslavia, Mantillas from Spain, poison rings from Egypt, "Wife Leaders" from Barbados are some of the exotic gifts which can be bought at "Treasure Van."

The Treasure Van itself has been in existence only since 1952. It was the brain child of a courageous and enterprising Canadian, Ethel Mulvaney. As a member of the Red Cross in India for many years, Mrs. Mulvaney had the idea of buying Indian crafts and selling items in Canada. The profits were given to the Indian government for famine relief.

During World War II, Mrs. Mulvaney was imprisoned in a Japanese camp, and it was during this time that she fell upon the idea of helping other people in need.

In 1952, the National Committee of the World University Service met at McGill University. It occurred to Mrs. Mulvaney that the same idea could work with universities. The sales started originally as the "India Sale" and since then, the committee of the Treasure Van has added a new country each year. Today there are 20 countries participating.

Where possible, the buying is done directly. However, this is not always feasible, and the committee has its own brokers in the countries involved. The committee tries to visit the country for its initial selection.

The four-fold aim of Treasure Van is: to develop an interest in the work of native craftsmen in different parts of the world; to enable these craftsmen to raise their standard of living by providing a market for their goods; to draw attention to the international activities of W.U.S.C. and to raise funds to promote the work of W.U.S.C.

A sampling of some of the goods which will be on sale at Treasure Van can be seen in showcase six on the first floor of the Arts Building.

## Malaysia Night charms audience

Following the highly successful "Malaysia Night" the International Student's Association (I.S.A.) presented an even more spectacular evening on Friday Oct. 15 - the international folk song Night. More than 300 eager people jammed Room 21 of the A and A Building to hear folk songs from around the world.

Of this number, about 50 had to stand throughout the entire performance, thus attesting to the ever-growing popularity of the I.S.A. programmes in Campus and in Halifax.

"The Pirates," a popular local folk-singing group, thrilled the audience for the best part of the first 45 minutes of the well-proportioned programme. Their songs must have brought back nostalgic memories to those in the crowd who were away from home. Following the intermission, the Dal-Kings Choral, under the direction of Professor Wilson, gave tremendous renditions of well-known songs, some

of which left the audience gasping at their skillful eulays. An African singing group took up the threads and gave a fine rendition of African songs. Their skill was further heightened by the absence of musical accompaniment.

M.S. Talwar of India charmed his way into the hearts of the people by his impromptu witticisms, ending with his appearance with a lilting and undulating Indian song. The next popular instrumental rendition of "Goldfinger" of James Bond fame, was given new scope by a highly talented trio headed by Arthur Chin. The vibrant electric guitars combined very well indeed with the throbbing Calypso beat of the Bongo drums. Two other songs they played were thunderously received.

Miss Barbby Wilson, who hails from Brazil, next sang two Latin-American folk songs in tongue-twisting Portuguese. With her third song, "Lemon Tree", which she claimed originated in Brazil, impressed the audience with her charm and encouraged them to sing along.

Oriental magic pervaded the air in the room when the Dalhousie Chinese Students' Society Singing Group came on stage, to sing of mountains, swaying trees and love. This group left the audience enchanted by the romantic Chinese songs.

Miss Nancy White, a talented singer from Sherriff Hall, was very well received when she sang popular folk songs. Her own innovations left the audience bursting with laughter and admiration.

The West Indian Singers capped off the memorable evening with three hot Caribbean songs. They swayed in unison as they portrayed in song "The Evening Tide", and "Island Woman" and the most popular of all "Liza." Their performance brought the audience at first refused to budge, hoping for more of the exceptional talent to appear on stage. But the I.S.A. had to say good-night reluctantly. However, the crowd had been well-rewarded for spending their evening in Room 21 and would surely come back for more of the I.S.A.'s activities.

The next function of the I.S.A., "Festival of the Films" promises to be an equally exciting event. Do not miss this interesting evening on Friday, Oct. 29 in Room 21, A and A Building.

**Xavier 62 Tigers 0**

**ST. FRANCIS DENTS VARSITY PRIDE WITH GRID SHUTOUT**

By BOB TUCKER  
Gazette Sports Editor

The St. Francis Xavier football team visited Studley Campus last Saturday afternoon but stayed only long enough to make an impressive dent in Tiger pride. What might be termed "the better half of the Bluenose Inter-Collegiate Football Conference put on an awesome display, rolling over whatever opposition the Bengals were either able or willing to provide.

The Black and Gold hinted at a serious game in the first quarter after the X-Men had scored a quick 7 points and had a long touchdown called back. They stiffened and later threatened to tie the score before the second quarter, but injuries to Q.B. Doug Quackenbush and Paul Souza abruptly cancelled any offensive ideas Dalhousie had. The X-Men took over. Quarter scores read 7-0, 28-0, 48-0, and 62-0.

The St. Francis team was truly impressive. Coach Don Loney utilized both his peerless first stringers and later a bench that proved to be as strong as any other regular squad.

Among the stars were both quarterbacks Pandolof and Gorman. Racicot was sensational with his speedy running and a number of men including Sevigny and Lenaghan made strong contributions with their unflinching receptions.

The defeat was hardly unexpected for the Dalhousie entry but there were hopes they might hold this Xavier powerhouse to a respectable score. No strategy would have worked. Xavier is a football college.

Next on Dal's schedule is Acadia U. That team lost out to S.M.U. in a tight battle, defeated St. Dunstons and U.N.B. so the Tigers cannot even be sure of unduly hopeful of victory. Perhaps coach Rutigliano can instill the winning spirit in his boys and come up smiling. Chartered busses will be taking Dalhousie fans up for the game and post game frolics, at a very reasonable price. The Tigers can use your support.

**URGES TIME OFF TO VOTE — PEARSON**

OTTAWA (CUP) — Prime Minister Pearson has written the heads of Canadian universities and colleges asking them to take "any action practicable" to give students time off from classes to vote in the Nov. 8 federal election. In his letter Oct. 14, the prime minister suggested that students be allowed to be absent from classes either on election day, Nov. 8 or on one of the advance polling days Nov. 1 or Oct. 30.

The problem arose when thousands of residential students were barred from voting in their university constituencies.

Mr. Pearson said he was pleased to note that some universities have already announced their cooperation.

He said he had sent the letter after receiving an opinion on the problem from Mr. C.F.H. Carson, Q.C., a Toronto lawyer.

Mr. Carson affirmed that the law requires many students not in residence at a university on Sept. 8 to return home to vote. He states, however, that in a number of cases students should be able to show the university constituency is their "ordinary residence" and be eligible to vote there, "whether or not he was actually present" at university on Sept. 8.

A student intending to remain living apart from his parents, Mr. Carson says, should be considered as having his ordinary place of residence at the university. Students can be put on the voting lists by the revising officers on Oct. 21, 22 and 23.

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The U.S. Olympic hockey team will be visiting Dalhousie University November 13 to play the first of a series of games against our Tigers. The Tigers are scheduled to play at least a return match in Boston later this year.

**Bluenose schedule**

DALHOUSIE GAMES

October 23 - Dalhousie at Acadia 2:00 p.m.  
November 6 - Mount A at Dalhousie 2:00 p.m.

LONG BELATED

D. E. Rollins, collector of customs and excise in Regina, received a letter postmarked from St. Paul, with two new Canadian \$100 bills enclosed. The letter read: "I owe your more or less this amount of money a long time ago. God forgive a conscience money."

The letter was typed and unsigned.



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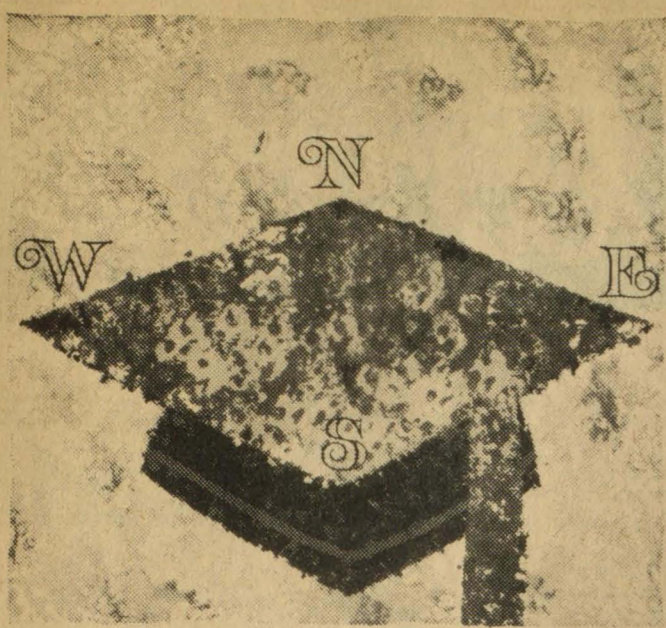
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## Empire of Iran combats national brain drain

By BRUCE KIDD FOR CANADIAN UNIVERSITY PRESS

The Empire of Iran is suffering from brain drain. Despite the continual exhortations of his Majesty the Shah to "say what you can do for your country," the cream of the Persian youth are leaving as quickly as they can... and permanently. In underdeveloped countries, where plant and machinery are often scarce, human resources, especially ingenuity, can provide a great source of development potential. In China, for example, human beings are crudely used to provide horse power.

In Iran, the loss of many of its educated youth seriously depletes its economic and social strength.

Young Iranians with eyes on the outside offer two main reasons for emigrating.

Most of them are convinced there is little in Iran to keep them there. Outside the government-owned oil industry, there are few opportunities for Iranians "to make good money," and "making good money" seems to rank very high among their ambitions.

And the universal draft (requiring two years army service) is considered more than an inconvenience. One Iranian I met, a medical student in an American university in Beirut, had been drafted while at home on summer vacation.

Behind these reasons lies an absence of idealistic feeling for the future welfare of their country and for the great majority of the 25 million Persians who live by primitive agriculture. There is a deep gulf between the rich and poor in Iran, and the former seem completely to

ignore their "untrained" countrymen. The type of democracy fostered by the Shah is not geared to arouse much enthusiasm. The Shah wants democracy for his country, but only if social stability can be maintained hand in hand with its development.

In his book, "My Mission for MY Country," the Shah writes that democracy must come from the top down. This is to ensure the process of transformation from an illiterate, agricultural society to a modern, industrial one does not get out of hand. The Shah's preoccupation with stability is best illustrated by his newly-established Literacy Corps.

Under the Corps programme, army draftees who have graduated from high school are sent into peasant villages to conduct various types of instruction. (The rest of the army, as the Shah himself commented to Hubert Humphrey two years ago, keeps the population in check.)

While attempts are made to teach the dialect-speaking peasants how to read and write Pharsee, the national language, the emphasis of the programme is on improving agricultural techniques and hygiene.

It is too early to tell if the Literacy Corps will succeed. Its major difficulty, according to an American Peace Corps worker

who had studied the Iranian Corps, is the lack of enthusiasm in Corps personnel.

The predominantly urban Corpsman often resents being isolated in a primitive village, where few peasants can communicate with him.

Even where idealism exists among the youth in Iran, circumstances can often frustrate it.

In Ahwaz I met an MA graduate from Berkeley University who had suppressed all desires to accept the well-paid job that was offered to him in California to return to work in his home city.

But there, he found the best available employment the very same as he could have obtained five years earlier as a high school graduate. Only a month back in Iran, he has already applied for permission to emigrate to the United States.

In Iran today, the Shah is the only one who can hold the country together. Even his political enemies admit this. He currently enjoys large amounts of foreign aid from both east and west and technical assistance from the United Nations.

Yet if he is to make development in Iran a long term proposition, he must mobilize the nation's educated youth to his cause.



## From the vestal's temple

By NANCY WHITE

Today: a didactic column, featuring easy-to-follow instructions for quick mastery of the Shirreff Hall intercom general announcement.

It's vital that we all have a working knowledge of this art, because the intercom is the major means of communication in the residence. Each bedroom is equipped with a speaker that simply can't be turned off, and announcements, pleas and commands come thundering through it by the dozen, usually in the early part of the evening. The system's so efficient that you can only escape Big Brother by retreating to the showers or leaving the building.

Here, then, is a "how to" rundown on approved intercom technique.

Your first consideration must be background music. This, as Wright says, is necessary "to help in developing the mood, build the crises, . . . or sometimes establish the basic rhythm of the over-all production."

"Oh dear, need I hire an orchestra?" you're saying to yourself.

Relax, help is at hand. Shirreff Hall has a piano (!) in its main hall, and you should have no trouble finding someone to play for you. It needn't be a pianist; anyone with from six to ten fingers and a spirit of co-operation will do. Research has shown that the most effective selection is "Variations on the Second D from the Bottom." (That's the note that buzzes best.) If you can't find anyone to play this, gather up a small group and stage a hymn sing.

Now you're ready to begin, provided you've found a friend to help you with the first part of the announcement.

Approach the intercom board with confidence. With the left

hand, firmly grasp the "emergency" button, push down and hold.

Now say in a loud voice: "Am I doing it right? Which button do I push?"

Have your friend say: "No, no, you just push that one down."

Now release the button and relax for a moment or two. Glory in the fact that you've just addressed over 200 people and that those who were sleeping are awake, the studiers freed from their troublesome concentration, and those who were just sitting around are bolt upright in their chairs. Allow at least a minute for suspense to build up in the group. This may be a good time to stroll over and offer a few words of encouragement to the musicians.

Back to the board. It's time to communicate. Your voice is important here; it must be exceedingly loud and a little breathy so, as soon as you've pressed down the button again, clear your throat and maybe give a little cough.

Your announcement must be lengthy. Let the girls know something of importance is going to happen.

Always begin with an opening like "Attention, all girls of Shirreff Hall!" This gives everyone a sort of warm we-feeling, and tells the thousands of boys in Shirreff Hall, plus people outside the building, that there's no need for them to listen.

Then you add "this is a very important announcement that concerns everyone in the hall!"

By now they're on the edge of their seats, you bet.

Now hit them with the good news. "There will be a very important meeting of the Dalhousie Intercollegiate and Cross-Country Chewing Gum Society this evening at 7.30."

Be sure to add the warm, welcoming words of the organization: "Now, we want everyone in the hall to come to this meeting. You don't have to know anything about chewing gum to attend; we want everyone who's interested. Everyone is welcome to come to this meeting."

Oh, but you forgot something. The place. You add: "Oh yes, this meeting will be held in the coat closet of the Drama Workshop House on South Street, across from the rink" and you may launch into a description of the building and surrounding districts.

Sum it all up now in a brief sentence like "that's the Chewing Gum meeting at 7:30 at the Drama House. All welcome."

Ring off and wait one and a half minutes, then repeat the entire announcement for the benefit of all those who have come into the building in the meantime.

Above all, don't forget the character of your listening audience. Remember that they're all unemployed and probably not too bright. So give the announcement at least three more times during the day.

As in other fields of endeavour, practice makes perfect. Good luck and have fun.

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### ON CAMPUS

Saturday: Oct. 23

11:30 A.M.

buses leave Men's Residence for Acadia trip

1:00 P.M.

Interfaculty football - see Phys. Ed. Handbook for schedule

Sunday: Oct. 24

Interfac football all afternoon

Monday: Oct. 25

TREASURE VAN COMES TO DAL at the Men's Residence Library

SADIE HAWKIN'S WEEK

Oct. 25th - 29th - Men Beware!

**READ THE DALHOUSIE GAZETTE**



TIGERS

SCOREBOARD

Varsity Football

Tigers 0 St. Francis 62

Varsity Soccer

Tigers 3 Mount Allison 2  
Tigers 1 U.N.B. 1

Varsity Grass Hockey

Tigers 3 Mount Allison 1  
Tigers 0 U.N.B. 0

Read The Dalhousie Gazette

Canada's Oldest College Newspaper

Varsity eleven still undefeated

WIN, DRAW DURING ROAD TRIP BUT NINE PLAYERS INJURED



Andy Kee (12) fights off Mount Allison forward during game against Mounties. Tigers won, 3-2

The soccer team returned from a road trip last weekend still undefeated and in first place but coach Walford is not pleased with the opposition. A line of injuries nine players long is his cause.

Dal began the trip with a 3-2 win over their Mount Allison rivals. Andy Kee scored the winner with a minute and some left in the game. Forward Mike Hewitt was only one of a number injured in that encounter. He was sidelined with a cracked jaw and three bruised ribs but still managed to play in the 1-1 tie with U.N.B. In that game Don Hoopey tallied the lone goal for our Tigers. Ken Murray was outstanding in both games with key saves, while Don Hoopey, Shah Ali and Andy Kee provided a good deal of offensive punch.

Walford is not attempting to hide his feelings towards the "style" of play chosen by the Mount Allison eleven and it is probable that the Tigers would have fared better against the U.N.B. edition had they not suffered so heavily from the rough-house play in Sackville. In any event hopes are that the wounds heal in time for the next contest and their winning ways will continue.

Inter-faculty standings

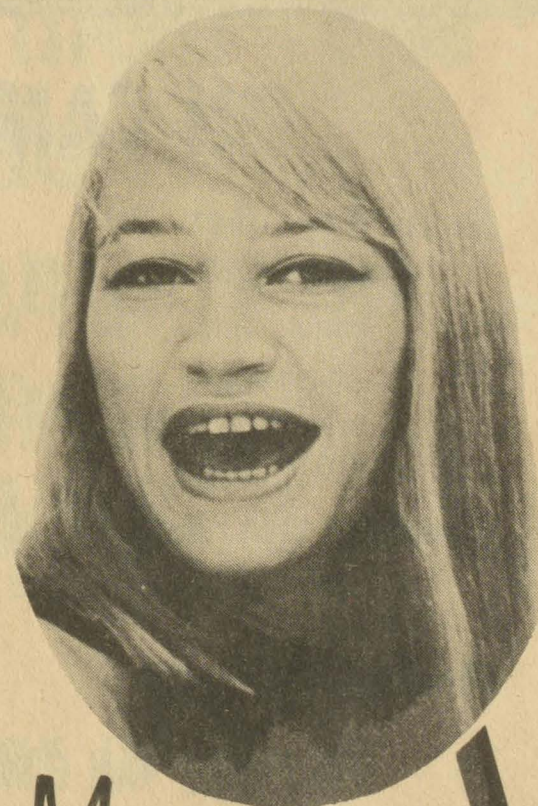
League I Faculty				League II Faculty				
W	L	T	PTS	W	L	T	PTS	
Law	2	1	1	5	Meds	3	1	6
Arts	1	-	2	4	Law	2	1	4
Science	2	2	-	4	Engin	-	2	1
Comm	2	2	-	4	Dents	-	2	1
Dents	1	-	1	3				
Meds	1	2	-	2				
Engineer	1	-	-	2				
Pharm	-	3	-	0				

# Halifax

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Friday



Halifax Forum

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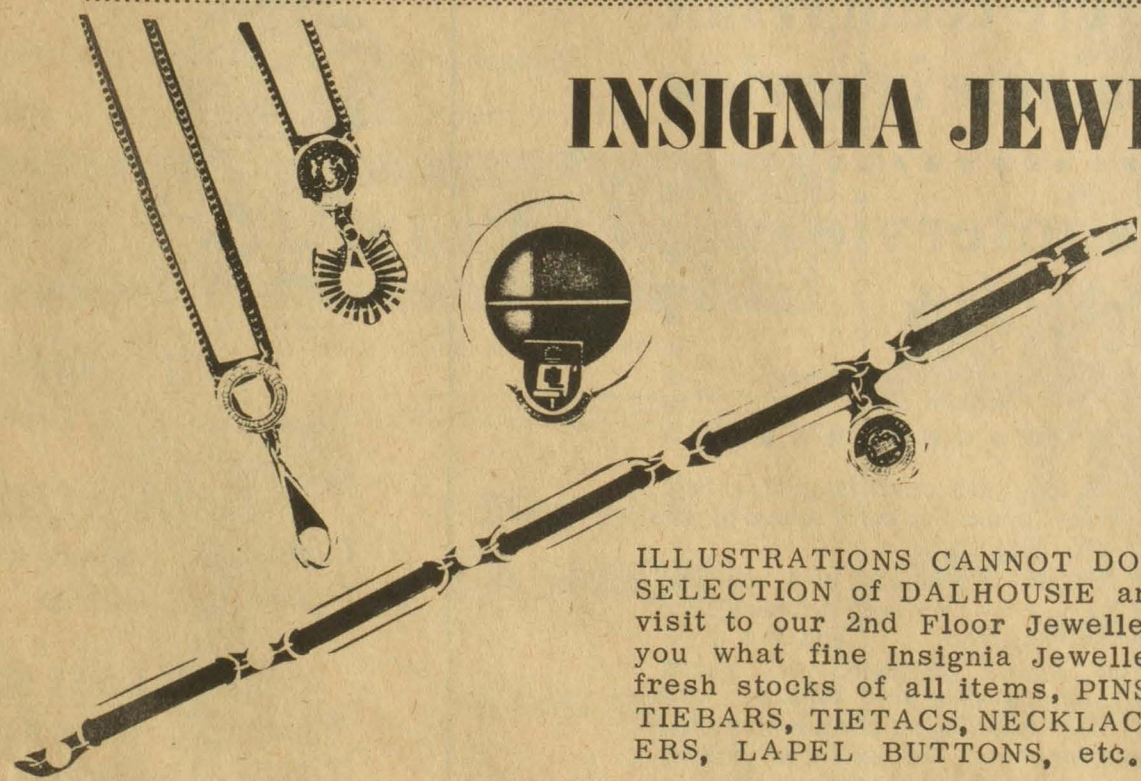
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