

Dalhousie Gazette

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Number 6

**Tito
Coming
P. 3**



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Smiling faces at Dal's Octobeerfest

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Student Health well used

Pregnancy, booze Dal health problem

by Norm Rose

Last year 4500 students, or approximately three out of every four attending Dalhousie and King's, used the University Health Services.

Tuberculosis, venereal disease, pre-marital pregnancy, alcohol, obesity and psychiatric disorders are only a few of the problems confronting the staff. Their responsibility, as quoted from the 71-72 calendar, is to advise in the prevention, diagnosis, treatment and rehabilitation of any condition which may threaten to impede the development, or diminish the fitness of an individual functioning as a student.

When questioned about the lack of enforcement of university regulations dealing with compulsory tuberculin test and readings which is a requirement for registration, Director Dr. W. B. Kingston

stated that "Next year we won't see the compulsory tuberculin survey. The Health Service can't cope with the increasing large enrollment. Reaching a third of the university population on a voluntary basis would be more practical and as effective as the present method."

Dr. Kingston carefully pointed out that the tuberculin survey was initiated before 1958 when TB presented a greater danger than at the present time. The survey invariably finds an active case every year plus 20 to 40 students who have been exposed to TB. Next year, a carefully planned pre-registration promotion of the advantages of a volunteer tuberculin test will provide the needed sampling to make the tuberculin survey effective, according to the Director.

Kingston said he would "rather talk about the dangers

of pregnancy out-of-wedlock or obesity or alcohol rather than V.D., which is not a major health problem at Dalhousie."

He could not recall of an active case of syphilis in the last five years. The largest epidemic of gonorrhea was two and one-half years ago and involved only 20 persons over a 2 1/2 month period. There are usually only three or four cases of gonorrhea in any one month — then none for several months.

In discussing health problems of more immediate interest to Health Services Kingston mentioned pre-marital pregnancy, obesity and alcohol as particular areas of concern. "We try to encourage realistic attitudes and practices about contraception whenever possible," he commented.

Kingston mentioned that the treatment of accidents of violence can be more readily traced back to alcohol than

drugs and that "one of the greatest dangers of drinking is pregnancy."

The effect of society's affluent way of life has produced another student health problem — obesity — which has to be treated like any other disease.

Apart from the four full time and part-time General Practitioners on staff, the two full time and two part-time psychiatrists aid in the treatment of psychological illnesses caused by sexual problems, residences, and study problems which interfere with the development of the student.

There is a noticeable lack of health education material on campus, Dr. Kingston said, because the Health Service is only able to provide services within their budget, leaving the responsibility of health education to others such as the School of Medicine or Physical Education.

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Dalhorizons needs money

Financial cut-backs may hurt Dal

by Alison Manzer

A provincial government moratorium on capital expenditures may have an adverse affect on Dalhorizons, the university's building and fund raising project, according to Dalhousie alumnae co-ordinator, Bruce Irwin.

The program is designed to raise money to expand and improve the Dalhousie campus so that it will have a student capacity of 8,000 by the mid-seventies, according to information pamphlets.

This expansion is imperative, says President Henry Hicks, as the number of students entering is exceeding the projected figures by a year and a half.

Class and research space must be enlarged if the university wants to continue its policy of accepting nearly all the qualified applicants, he added. The professional schools have already reached a breaking point. This year, for example, 35 out of 60 dentistry applicants were turned down, due to lack of facilities.

The situation may become worse if the government's capital expenditures grants do not come through, said Bruce Irwin of the Alumnae office. "We are building for ten years ago, not for the 1980's," he explained.

When Dalhorizons was first proposed, approval in principal

of a \$69,530,000 capital expenditures grant was received from the provincial government. A delay, caused by a need to bring the monetary resources into line with grants, may affect the program as several major donations are contingent on the university beginning specific projects.

For the project to reach completion, a public fund of \$11.1 million must be raised. Promises of \$6,080,000 have been obtained to date, Irwin and Hicks said. This money has been obtained from corporations and individuals whose names were selected to appear on lists of prospects. Two more large gifts amounting to approximately \$4 million have been promised, on the condition that the specific facilities they wish to support will be guaranteed provincial funds to

enable completion. The two buildings in question are the Physical Science center and the Physical Education facilities. Their completion has been given priority, said Hicks, because of the desperate lack in these areas and the versatility of the science center.

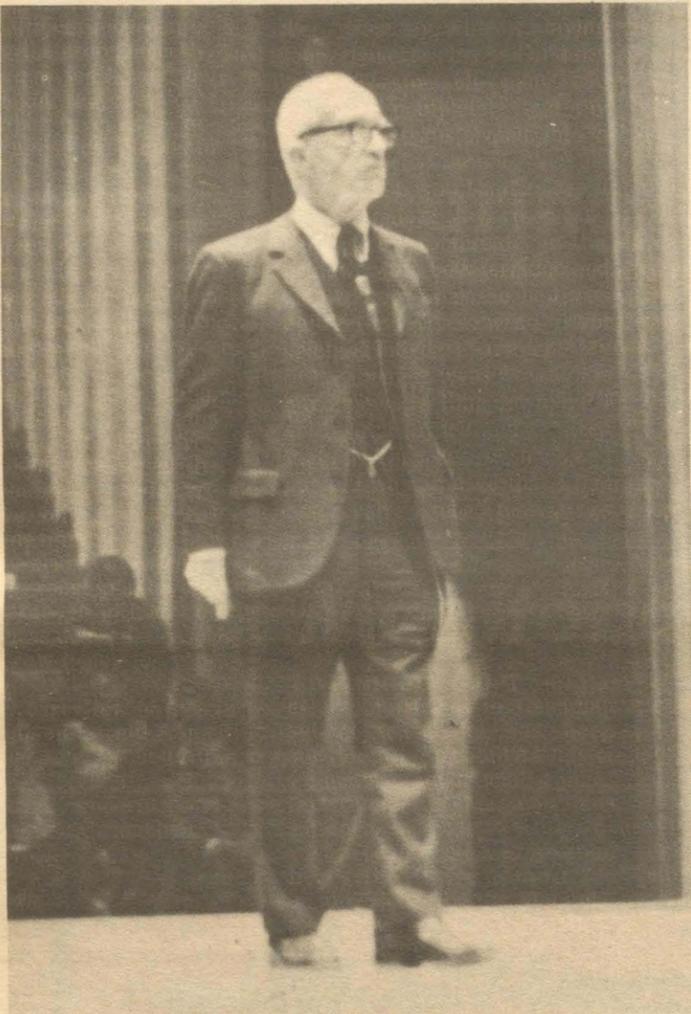
The delay in constructing some buildings, caused by the provincial grants moratorium, may result in the loss of certain gifts. Hicks expressed some concern that donations which had been pledged on the condition they be used immediately would be withdrawn. This would set the public fund back considerably and prolong the necessity of a fund-raising drive.

To raise the remaining needed money, several projects have been started which aim at the individual. The alumnae are doing the most of this work by

canvassing other alumnae and interested persons. "I feel that we are in a very good position to succeed," Hicks said.

Dalhorizons has already helped complete many structures on campus and is aiding several more in construction. Priorities have been set already to attempt the completion of the science facilities in the near future because their classrooms may be used for arts courses, said the President. Dalhorizons has several alternatives if the government is greatly delayed in granting the promised funds, Irwin explained. He felt the worst alternative would be to turn away students.

The Dalhorizons project will go ahead without the government funds for a time, but a longer delay will call for drastic changes in the priorities and ability to reach completion, according to both men.



Buckminster Fuller, noted scientist, engineer, humanist, cosmologist and philosopher, spoke at the Mount Saint Vincent Seton Academic Centre October 15.

He virtually ignored his topic, "How to make the world work" and dealt with past history and scientific discoveries. The world will work, he claimed, with young people's love and spontaneity.

Dalhousie honoring Tito

Marshal Tito, president of Yugoslavia, will receive an honorary degree from Dalhousie November 6, but University President, Dr. Henry D. Hicks, denies that Ottawa had any say in the decision.

The Chronicle-Herald suggested last week that the ceremony for Tito at Dal had been arranged with the help of Ottawa to divide the visits to Canada by Tito and Soviet Premier Alexi Kosygin.

"Nothing could be further from the truth," Hicks said. He said when the university began making enquiries about honoring Tito, Kosygin's visit to Canada had not been planned.

Tito will get an honorary doctor of laws degree at the special convocation ceremonies to be held in the Rebecca Cohn Auditorium. At the same time another honorary laws doctorate will be awarded Sir Fitzroy Hew Maclean, a former British diplomat and long-time member of Parliament who helped Tito organize his partisan guerillas to rout the Axis powers from Yugoslavia during the Second World War.

It will be the first time that a head of state of a country other than Canada has been so honored by Dal.

In his official announcement of the university's decision, Hicks referred to the somewhat

remote connections which the university has had with Yugoslavia.

He said the late Major William Morris Jones, a native of Bear River, Digby County, who attended Dalhousie from 1919 to 1923, was the first Allied officer to parachute into Yugoslavia to Tito's partisans in April, 1943. Jones recommended to Britain that Tito's forces deserved Allied assistance.

And the late Dr. Ian MacKenzie, head of Dalhousie's department of surgery from 1957 until his death in 1966, was also parachuted into Yugoslavia in the summer of 1943.

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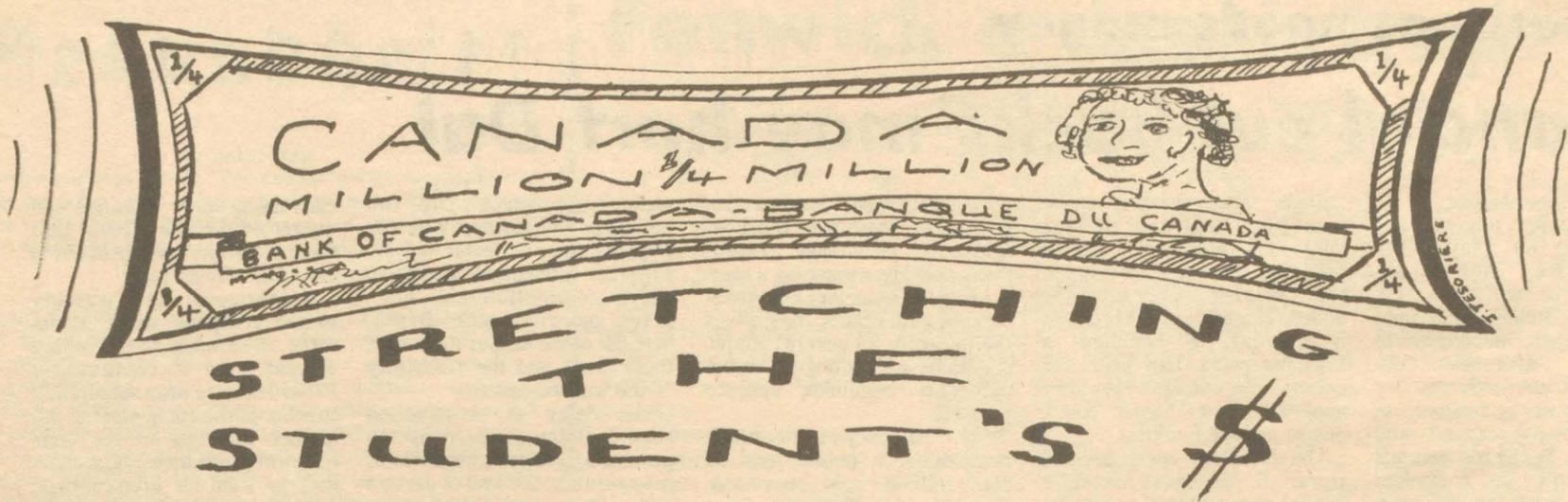
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by Emmi Duffy

The Dalhousie Student Council after only a short discussion, passed Treasurer Ian Campbell's \$1/4 million budget proposal for the coming year at their October 12 meeting.

The budget proposal was greeted with mock cries of "Duh, what's a budget?" Some council members had failed to pick up a copy of the budget before the meeting. As a result, time was allotted to allow members to familiarize themselves with the budget. This was done informally in small groups. Some questions were addressed to treasurer Ian Campbell but most council members paid no attention and continued to talk among themselves.

The budget was passed with only two dissenting votes. Engineering rep Gary Smith joked, "I told you we'd pass it in record time."

Campbell stated that he thought the budget was a good one comparable with former years.

"I tried to keep it as close to last year's expenditures as possible," he explained. "You can't depend on an excess of revenues to build a budget.

You have to anticipate all expenses." (Last year's budget estimate exceeded expenditures by approximately \$4000.) "I was confident it would pass and there would be no hassles," added Campbell.

Law rep Andy Watt, one of the two who voted against the budget motion, said that, while he had no strong objections to the budget, he did not agree with the amounts allotted to Dal Radio and the Photography Department.

"Dal Radio is being run like a commercial station. It's a question of too much control. We could pipe in CHNS and get the same asinine comments," he said. The \$1200 set aside for the Radio record library is too high according to Watt. He suggested that students bring in their own records.

"In Photography a few people play around with cameras. I think it would be better run as a club like the ski club," Watt commented.

Watt was also dissatisfied with the lack of attention paid to the budget. "I just thought there hadn't been enough discussion," he concluded.

Here's where your money's going

DALHOUSIE STUDENT UNION BUDGETED STATEMENT OF REVENUES AND NET OPERATING COSTS FOR THE YEAR ENDING APRIL 30, 1972.

INCOME:			
Student Union Fees			
Full Time	\$220,000.00		
Part Time	5,500.00		
MSV	7,000.00		
Interest	6,000.00	\$238,500.00	

LESS:			
Portion allocated to SUB Fund	\$55,000.00		
Prescription Drug Service	27,500.00		
Yearbook	12,375.00	\$94,875.00	
Net Fees for Operations		\$143,625.00	

Schedule Operating Costs — Net Amounts			
Number			
1. SUB Operations	\$99,857.00		
2. Pharos 1971	0		
3. Winter Carnival	1,000.00		
4. Grants	5,000.00		
5. Executive Fund	1,000.00		
6. Miscellaneous	9,812.50		
7. Orientation	(1,500.00)		
8. Gazette	8,295.00		
9. Photography	3,990.00		
10. Council Administration	16,225.00		
11. Food Service	(6,640.00)		
12. Graduation 1971	467.67		
13. International Students Association	905.00		
14. D.M.D.S.	327.50		
15. Dal Radio	4,530.00	\$143,269.67	
Budgeted Excess of Revenues over Expenditures		\$355.33	

STUDENT UNION BUILDING OPERATIONS.

REVENUES:			
Games Room	\$33,500.00		
Direct Labour Recovery (Salaries)	400.00		
McInnes Room	5,100.00		
Lounges	1,200.00		
Meeting Rooms	7,200.00		
Barber Shop	600.00		
Food Services Office	360.00		
Security Charges Recovery	700.00		
Jazz and Suds	10,500.00		
Cabarets	3,200.00		
Dances	8,600.00		
Other Entertainment	23,400.00		
Office Services	1,700.00		
Miscellaneous	800.00	\$97,260.00	
EXPENDITURES:			
Affiliations	\$150.00		
Bank Charges	140.00		
Building Supplies	2,500.00		
Cabarets	3,435.00		
Conferences	1,650.00		
Cultural Display	750.00		
Dances	6,160.00		
Games Room	2,000.00		
Jazz and Suds	6,900.00		
Office Services	4,600.00		
Office Supplies	550.00		
Other Entertainment	24,945.00		
Postage	100.00		
Security	14,000.00		
Technical	3,900.00		
Tel & Tel	3,000.00		
Transportation	400.00		
Miscellaneous	800.00	\$75,980.00	
OTHER EXPENDITURES:			
Capital Expenditures	\$25,000.00		
Operating Grant to Dalhousie	10,000.00		
Salaries — Administrative	39,329.00		
— Part-Time Student	36,808.00		
Provision for Furniture Replacement	10,000.00	\$121,137.00	
Excess of Expenditures over Revenue		\$99,857.00	

The Dalhousie Gazette

**CANADA'S OLDEST
COLLEGE NEWSPAPER**

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

Riot premiums on universities

Insurance companies tightening the screws

OTTAWA (CUP) — Fire insurance companies, trying to safeguard against insurance losses due to vandalism, bombings and riots by student militants, have found a way to cut costs — by imposing fire insurance deductibles and riot premiums on university administrations wishing insurance protection.

University officials across the country are up in arms over the new premiums, but it looks as though they are here to stay.

Roy Elms, of the Canadian Underwriters Association, the largest organization of fire insurance companies in Canada, says that the use of deductibles and riot premiums will "encourage university officials to accept more responsibility in controlling

losses at the source".

What this means, within the political and economic framework of Canadian universities, is that big business, through insurance economics, can gain some control of university politics by making student radicalism too expensive a cross for the universities to bear. On an insurance claim, a deductible is that first part of the claim that the owner must pay in case of damage, before the insurance company will undertake to pay the rest.

The Canadian Underwriters' Association (CUA) are increasing university vandalism and riot insurance rates by as much as 100 per cent, while also imposing deductible amounts of up to \$50,000 per claim on

university building fire losses.

How do insurance companies justify this rate increase? By citing examples:

* the growing record of student unrest at the University of British Columbia, Simon Fraser, University of Windsor, Waterloo Lutheran, McGill and Sir George Williams.

* recent bomb damage at McGill, Loyola, and St. Francis Xavier.

* radical and inflammatory speeches made on university campuses (operating on the theory that all serious student demonstrations can be directly related to the actions of one rabble rouser.)

University insurance buyers, the ones being penalized under the new system, feel that the insurance companies are overreacting to a few isolated

incidents and are being overly influenced by recent insurance policies adopted by American university insurers.

Two years ago, however, these same university administrators reacted to the Sir George incident and other relatively minor radical actions to attempt to impose highly restrictive disciplinary policies on students, notably at the University of Saskatchewan and in Ontario by the Committee of the Presidents of the Universities of Ontario. These policies were designed with heavy emphasis on similar documents drawn up by American administrators after heavy damage and major demonstrations on many American campuses.

Universities have always been easy marks for the in-

surance sharks, and Canadian universities in particular were good investments for insurers until February 1969, when militant students and Montreal police, while using the Sir George Williams University Computer Centre as a battle ground, turned it into a \$2 million heap of scrap metal.

The insurance industry took this loss with very ill grace and set about scheming ways to retain the healthy capital flow from the universities' coffers to its own.

This fall the men at the drawing board found the answer: high riot premiums and high deductibles.

While the long term effects of this move by the CUA cannot yet be estimated, university officials feel the insurance industry is tackling the "vandalism" problem ass backwards. The university people are now suggesting, rather belatedly, a counter proposal.

A spokesman for Marsh and McLennan Ltd. of Toronto, a leading broker of university insurance, says that the universities and the insurance agencies should have held meetings to discuss better campus security arrangements, more realistic deduction provisions, and other improvements on the risk involved.

But it's too late since the CUA has already unilaterally made their decision and are in a position to stick to their guns because they are the insurers with the most experience on Canadian campuses. CUA will negotiate deductibles but only with universities with huge insurance budgets and long peaceful histories.

Many universities are now deciding to insure with non-CUA companies, or to take a combination of CUA and non-CUA policies. But they still feel that it is their duty to strengthen their own campus security and should not be penalized if their own situation does not warrant higher premiums.

In other words, university administrators are finding it easier to switch insurance companies than to squash student discontent down to a level that the CUA finds acceptable and profitable.



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The students' manual of cheating — why and how



The philosophy of cheating

The art of cheating is one of the most ancient of all crafts and as such one that has been revised and perfected over the years. At this time it is one of the finer sciences with which people are concerned.

In view of this the GAZETTE feels it is our duty to produce a guide to cheating: to give an insight into the philosophy behind this practice and to present some of the more common techniques. We feel that cheating is at least as integral a part of university life as classes, registration and social life. A manual of cheating deserves a place on everyone's library shelf, along side the university calendar and other handbooks.

Though cheating has been in practice for as long as the competitive examination system, little thought has been given to the philosophy behind it. There are some who hold that it is merely an outgrowth of human nature, like war, poverty and racism, but here we must disagree. If we examine the practice of cheating in our educational systems, it can only be concluded that with out the authoritarian competitive school system there would be no reason for it.

In this system, which has grown out of the leader/disciple type of relationship found in ancient Europe, the emphasis is on reaching a standard set by others and for which you may have no desire. It is decreed by custom and the whims of others that the student be required to absorb certain kinds of knowledge; thus the compulsory english, history and science courses. This phenomenon is far from peculiar to elementary or high schools. It is common to almost every educational system and institution.

The casualty rate from this schizophrenic learning process is understandably very high. As one begins to learn on an individual basis, it is difficult to reconcile your capabilities to such a self-defeating life.

There is much in the modern schools that can only frustrate: the classroom atmosphere, authoritarian teachers, petty rules and regulations. But the most blatant and obscene symbol of educational degeneracy is the exam (or test) and evolving from that, the grading system.

A large number of those close to the educational apparatus agree that these things are inherently bad and should be radically changed. Yet these same people will turn about and set severe and irrelevant examinations. It would seem that no one is willing to come right out and refuse to be a party to such inquiries.

Examinations are intended to be the measurement of individual intelligence and the

certification of the ability to learn what others want absorbed. (In reality it serves mainly to preserve the status quo by instilling particularly favorable values and norms.) This, in conjunction with everyone's desire to be accepted by their peers, fosters competition which appears to be essential for survival in the system. Cheating is the inevitable consequence.

A competitive structure such as this one leaves the student with no choice but to cram, worry, have minor nervous breakdowns and finally, after all alternatives are found useless — to cheat. If you attempt to be honest and critical in the process of study and examinations, you find that it is your loss. Your work is marked by someone who cannot know what you are attempting to achieve. The marker certainly is unable to overcome his own intellectual prejudice and evaluate the work objectively.

Thus, one must strive first of all to imitate the teacher's views. A subordinate goal is the attempt to pursue the course of study which will do the most good for the individual. One must cheat because it is virtually impossible to do both of these, and because the falsehood that educational institutions are THE place to learn still persists.

The person who cheats is not the depraved monster that some would have you believe. They may not be seditious, nor are they usually in the habit of lurking around corners or in washrooms. Remember those people who seemed to breeze through school with minimum effort? Many of them do so by cheating. To them the science of cheating is the only answer to the present educational system.

For those who believe that exams are no indication of learning ability and/or intelligence, cheating is a very practical endeavour. It provides an escape route and makes an extremely tedious situation somewhat more bearable.

There are many facets to the art of cheating. It begins with the first words of worship to a professor who could only be labelled as senile and ends with a good mark for an irrelevant exam, with almost no effort involved. At some point in the midst of this development, the student learns the various techniques necessary to the professional cheat.

One learns to present a stoic countenance at all times with no trace of nervousness. One learns to act the role of worried student striving to recall pertinent data. And most important, one acquires confidence that this method is the best one to keep you secure in the school of your parents' choice. This sense of prowess is built up over a period of time and solidifies with practice and success.

Cheating can serve functions other than keeping you alive and well in the classroom. It sharpens the mind and opens new avenues of intellectual stimulation. One becomes adept at second-guessing and at unearthing new and varied methods to bewilder examinations invigilators. Such attributes could be of great service when it comes time to go out into the world of work.

One of the most shameful aspects of cheating is that it remains underdeveloped. Fearing the damnation of the officials, most individuals refuse to share their knowledge of this art with the masses. If students realized the inherent advantages in acquiring this skill it is conceivable that Cheating Clubs would be formed on campuses all over the continent. There is no law prohibiting this and the expert would have the opportunity to assist novices in the perfection of their style. Lectures could be given, treatises could be written and perhaps it could become part of the curriculum. After all, the transferral of advanced knowledge is the purpose of education.

The possibility of a majority of students openly avowing that they cheat is an awe-inspiring. Such actions could dissolve the competitive ideal and relegate it to the archives where it belongs. If everyone could achieve first grade marks through cheating there would be little excuse for

examinations or a grading scale.

Everyone would be acknowledging the fact that attempting to follow a serious course of study in this system is foolhardy. They would be making no attempt to cooperate with this organism. It could result in the establishment of an alternate system — a structure where emphasis would be on the pursuit of knowledge for the benefit of the individual and not an outmoded society.

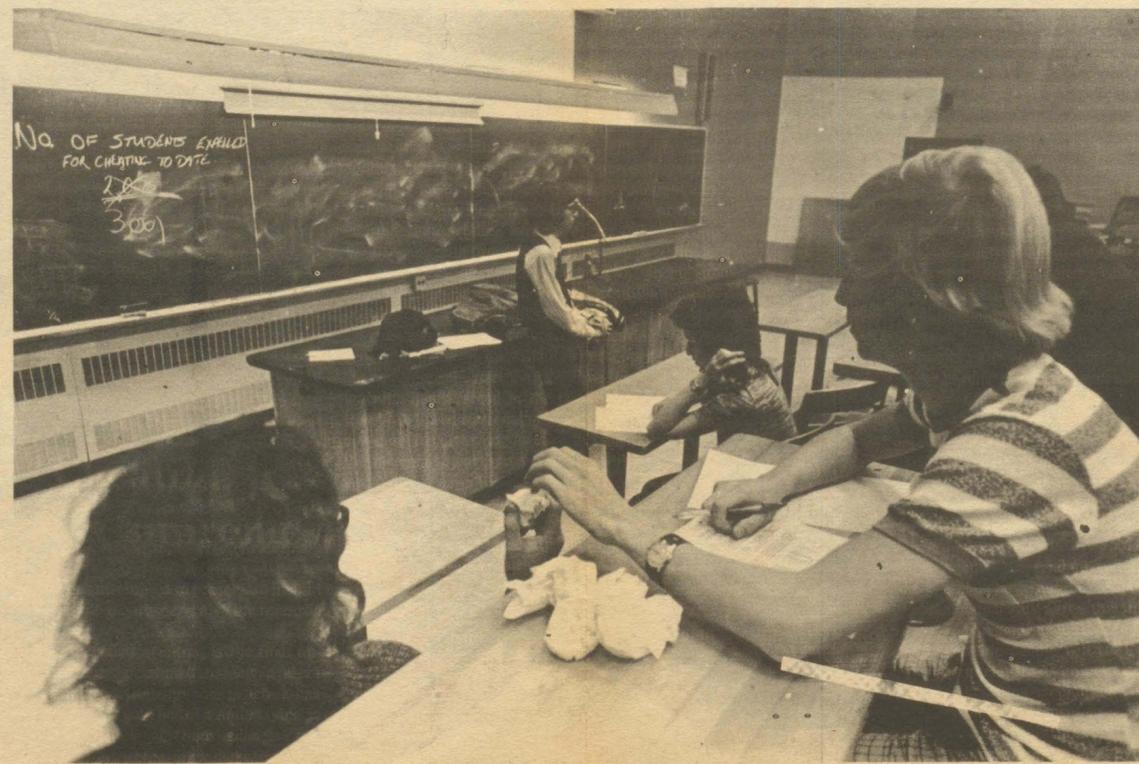
This article is not meant to corrupt. There are a multitude who have achieved a more advanced standing in the art of cheating than we could ever hope to attain. Yet the GAZETTE hopes the following "Manual of Cheating" will give those who are just beginning to consider the possibilities an incentive and a direction to pursue. Perhaps they will take our ideas, develop them, test them and through doing so conquer their personal neuroses regarding exams.

It is the easiest and best way to deliver the facts that teachers want to read and hear; so do it.

Some methods of trickery

There are many different forms of cheating but any measure of success requires the cheater to know exactly which type of offence is being committed.

One 'offence' is "cozenage" — the art of persuading or flattering to attain something. Another is to "defraud" or lie to another to obtain information. (i.e. you give me this answer and I will give you the next one, except I renege on my end of the deal.) This can be dangerous because (a) you could report me, or (b) I will have little chance of getting information at a later date. This definition can be twisted around and be called a bribe.



"Swindling" is large-scale cheating by misrepresentation or mean abuse of confidence. Then there is "overreach", which implies getting the better of dealing or bargaining.

It is always good practice to know which category you fall into. You are then in a position to intelligently challenge any charge of deceit that might be laid against you if you are caught.

One other thing — the road to becoming a successful cheat is strewn with potholes. To put it more simply, a little work is involved.

Most techniques need practice in exam conditions (eg. term quizzes). However, the most common method only requires discretion. This is the art of peering over an unsuspecting neighbour's shoulder during an exam. The effectiveness of this method is questionable especially in essay exams, as the chances of being caught are increased.

If you believe in the individual approach, there are several ways to trick your professor, and cut down the odds of being caught.

Hiding little pieces of paper with the answers on them is fairly easy, providing due caution is exercised. If you have a big watch face (as shown in the photo), the only remaining problem is to wait for the "man-at-the-front" to turn around.

You can also wear a long-sleeve shirt or blouse (a bulky sweater is even better). Underneath you tuck away a long, narrow piece of paper with the necessary answers or outlines, prepared beforehand of course.

This method provides good results because when one answer has been completed, you can simply fold it under and not worry about loose ends hanging out.

If you are worried about style (and this can be important), then the bathroom affair might not be for you. There are practical disadvantages too since the invigilator often keeps close watch on lavatory escapades.

At any rate, this process can employ one or two people and the appropriate adjustments can be made easily. Use of this method simply entails

wrapping the answers in a roll of toilet paper in the closest bathroom before the exam. At the appropriate time (when you need the answer) you ask to go. But don't waste too much time, and if you want to bring the paper back with you, hide it well.

This is an alternative if you like going for walks during exams; otherwise it is a waste of time. Going there just to temporarily memorize or pick up the notes is something that could be accomplished beforehand.

There are many places to stash your cribsheet, but it is up to the individual to find the most suitable and comfortable place.

Cheating, as we have tried to point out, is an art, and as such, people have different preferences as to how it can be carried out most successfully. This includes the collective approach.

Two people, side-by-side or one in front of the other, begin to curse and pound the desk. Both continue to write, then crumple up their paper in disgust. After several minutes, there are many balls of paper sitting on each desk. The invigilator no longer has any interest as he/she dislikes seeing students getting so upset over an exam.

In one ball of paper, each has written the answer to a different question which the other does not know. When the good person turns his/her back, you exchange wads as shown in the photo. (If after several years of this you become bored, add a little challenge and try throwing the balls across the room.)

If you are not that co-ordinated, try the sneak approach. Commonly called the old-paper-in-the-shoe trick, this method calls for the assistance of a friend. It is also best if an arrangement has been worked beforehand concerning which half of the course each will study.

This requires two sets of tricks but neither is difficult. First, the person in need of the answer, (hereinafter the answerer), taps on the desk with a pen (softly), or on the floor with a shoe. The number of taps represents the number of the question.



Secondly, the answerer stretches the leg out under the chair of the person in front of him/her.

Then the answerer deposits (unobtrusively) a folded or crumpled piece of paper into the shoe; the leg protects and the answerer lifts the paper out of the shoe.

Many variations of this tapping trick can be developed. But again, exercise caution.

A successful cheater relies on creativity, and these basic tricks can be expanded to suit your personal situation and style, which is very important both for your own ego and for your well-being. If you practice several times before your exams, or perhaps during term quizzes, you can perfect a personal technique.

Perfection means good co-ordination and this too comes with practice. We only hope to have come soon enough to be of assistance for your next set of exams. And though we do not pretend to have all the answers (a friend might), we hope there is a satisfactory number of alternatives to be tested and implemented with great success in your exams to come.

Cheating reigns supreme

The foregoing has attempted to present an insight into the philosophy of cheating and also the methods of its practice.

Yet do not assume that cheating is the final answer to the problems presented by our present educational structure. Although this practice has certain distinct advantages (passing and staying in the comfortable solitude of high schools and universities), there are some drawbacks.

The professional cheat is a self-assured man about town, but the road leading to this is a long and hard one. The art of cheating is merely a tactic devised to enable individuals to cope with the present educational system consisting of nothing but grades and examinations. The road is long and laden with corpses of those who were not up to the deceit, the self-centeredness and the continual abstraction from the proper methods of learning.

It is a temporary measure, intended only to support the agents of change while they are solidifying their objections to the present system. What is the ultimate goal? For every student and teacher to realize that the present examination/grading structure can only corrupt the true learning process, and refuse to participate in such acts of self-destruction. In short, to culminate in a complete boycott of examinations by both teacher and student.

True learning is fading — cheating reigns supreme. While we may indulge in this practice we cannot ignore the fact that the time-honored art of learning has suffered at the hands of the powers-that-be in the educational system. If we allow this to continue, then learning as such will disappear from the face of the earth and cheating will be the sole survivor.

To become proficient in the art of cheating is a worthy aim, but only if one does not lose sight of the reasons behind its necessity, and only if we participate with a view toward change.

plagiarized by
bruce m. lantz
and
glenn wannamaker
photos — errol young
seed photo

Words from the wise . . .

Matches an essential service . . . Gazette —?

To the GAZETTE editor and "staff":

In reference to your recent article, "Another Council gem of genius", I would like to set you straight on the facts of said "gem".

There are only 100 thousand books of matches and the annual cost is \$200-250. MacDonald Tobacco Co. has not seen fit to give us any more of these "little gems of technology" and it was then decided that matches should be bought so as to continue to provide this small, but to some, essential service. The one cent for two was imposed only to prevent abuse.

While on the subject of finances, I might well point out to the "kiddies" that their

illustrious GAZETTE costs them \$8000 - \$10,000 per year. I don't want to make an unfair comparison, but it really burns me up (pardon the pun) to see that kind of money spent on an organization whose basic aim is, if I may quote, "To kick up shit".

I do not dispute that the GAZETTE should provide information and opinion for the general student body. However, if it is to justify its budget, it should heed its own advice and "give the matter some thought".

In reply to your misgivings about next year's Council being bound by actions of this year's, I would only point out that like the Student Union Building and the Dalhousie GAZETTE, "they're stuck with it".

Yours truthfully (at least)
Ian Campbell,
Treasurer, Dal Student Union

Editor's Note

Mr. Campbell's letter is a good piece of satire but fails to eliminate the most important parts of the question. One would almost get the impression that the Student Union treasurer is more concerned with how much money the GAZETTE is receiving than with the amount that the Union has spent on matches.

It seems to be completely irrelevant whether the Gazette (which by the way, gets only \$8,295 from the Student Union this year and provides \$11,050 through advertising) sees fit to criticize the machinations of the Union, or whether it is done by an individual member of the student body. Yet Mr. Campbell belabors the point.

After the actions of council regarding the various expenditures made during the summer (when the majority of students are not present), it would seem to be a good idea to have some organization around to let students know what their union has been doing with their money. If that is merely "kicking up shit", then yes, that's what we're doing.

While the GAZETTE admits that an error was made with regard to the number of matches purchased, we still dispute council's assumption that the majority of the student body (which is responsible for the election of council members), finds the sale of matches in the SUB to be an integral facet of their education.

If the Student Union is so concerned with the abuse of the privilege of purchasing "Student Union" matches, then may we suggest that the articles in question be sold at a rate of five books for one cent rather than the current price of

two for a penny?

The question that remains is this — Does it matter what the student body requests at all? The summation of Mr. Campbell's letter would seem to sum the entire matter up quite succinctly: we're stuck with it.

Displeased with Smith justice

Howe Hall
Dalhousie University
Halifax, N.S.
Oct. 14, 1971

To the Editor:
Madame:

I was certainly overwhelmed and amazed by your report in the October 8 issue of the Dalhousie Gazette. What surprised me was the fact that Dalhousie had drug-crazed hippy weirdoes that carry at least one ounce of marijuana on their persons. Needless to say I was shocked. I had realized that the normal amounts of addiction to "demon rum" and tobacco were present; however, I had no idea that people were "smoking up" in the washrooms. Consequently, I was in an euphoric state (naturally, of course) when I read that these evil-doers were apprehended by our own student president.

That bastion of the law decided that "more good would

be done to the majority of people than the amount of good that would be done to the three people by letting them go." Great! Fantastic! Mr. Smith's statement borders on the esoteric!

It is obvious that being the immature student that I am, I need someone of Mr. Smith's calibre to guide my moral principles along the righteous path. Certainly, Mr. Smith showed unrestrained mercy for the culprits when he "urged the police . . . not to press charges". This leaves somewhat of a rhetorical question, however. If the Student President did not want charges laid, why did he call the police?

Seriously, I am disappointed at the entire situation. I cannot believe that the three people were stupid enough to "smoke up" in the SUB. Nevertheless, they were and they did. Also I am displeased with the sense of justice which Mr. Smith feels is needed in the SUB. His rationale for the arrests is non-sequitur with his other statements. In other words, his actions were absurd.

In the future I feel a greater good can be achieved by asking people to leave the SUB and by allowing the police to do their job unhindered by amateurs.

Sincerely,
Carl F. Dambek (Law I)

Recruiters on Campus for November 1971

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Riddell, Stead (return visit)	
Thorne, Gunn, Helliwell & Christianson	Nov. 2
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Metropolitan Life	Nov. 3
Arthur Anderson & Co.	
Peat Marwick Co. Ltd.	Nov. 4
Arthur Anderson Gulf Oil Ltd.	
Peat Marwick Co. Ltd	Nov. 5
Atmospheric Environment	
Harvey Doane Co.	Nov. 8
Defence Research Board	
Harvey Doane Co.	Nov. 9
P.S.C. Socio-Economic Defence Research Board	
Bank of Commerce	Nov. 10
Zurick Insurance Co.	
Bank of Commerce	Nov. 12
P.S.C. Admin. Trainee & Foreign Service ..	Nov. 15
Barrow Nicoll (return visit)	
P.S.C. Admin. Trainee & Foreign Service...	Nov. 16
General Foods	Nov. 17
Ames Co.	
Amoco	Nov. 18
P.S.C. Bio. Physical Science	
Amoco	Nov. 19
Upjohn Co.	
Mobil Oil	Nov. 22
Ortho-Pharmaceutical Co.	Nov. 24
Shell Oil	Nov. 25
Bank of Montreal	Nov. 29
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Law School upholds Conservatism

by A. Snipe

A month has passed since first year law students began classes, and already some of them are discovering that the Law School isn't all that they expected. Most of them seem to find the experience interesting and even enjoyable. But there are certain facts which disturb them.

Faculty are the object of a lot of criticism. Many students are upset with the way professors treat them. Students are told they are not going to be "spoon-fed" or "babied", as they supposedly were during their undergraduate years. They are mature adults and will be given responsibility for their own work.

But if the student is not punctual, does not do his/her assignments in the manner chosen by the personal likes and dislikes of the particular prof, the consequences are not enjoyable. The student may expect to be harangued in class, sternly reprimanded, and have a mark put beside his name on the class list, in clear view of the rest of the students.

IN EFFECT THE STUDENT-TEACHER RELATIONSHIP closely resembles that found in Grade One, now what one would expect to find in a class where adults teach adults. One of the more infuriated students called the teaching method "nothing short of paternalistic".

Another student laughed at

the pathetic anxiety shown by the faculty over the lawyer's professional image. During Orientation Week, some profs made frequent mention of people who were "sniping at" the Law School as just another "technical school". They are also disturbed by the image of lawyers as "money-grabbers" and "crooks". In fact, many of the faculty are quite defensive about their status in society.

This is a great contrast with the advice given to the students — never be apologetic, always be confident, aggressive, and sure of yourself when defending any legal argument. There are few professions which strive so anxiously to be 'professional' and yet feel so uncomfortable about many of their colleagues who do not act in an exactly dignified or professional manner.

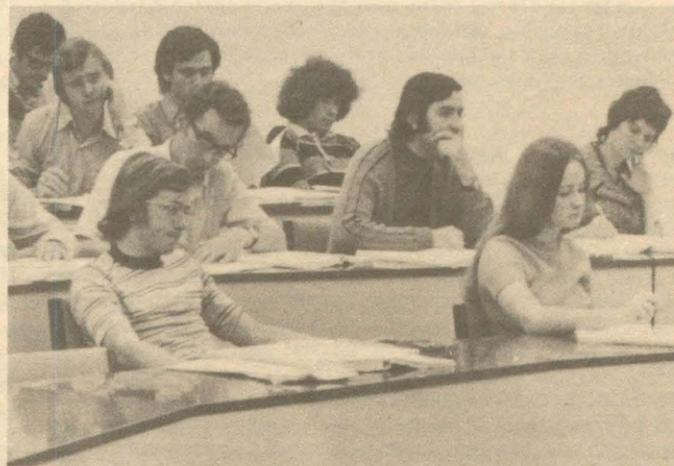
Faculty members also attempt to portray the lawyer's function as a great talent — indeed an art certainly not just a technical skill. Some faculty members seem torn between comparing law to medicine on the one hand, and to philosophy on the other. In a frenzied way, they wish to achieve a status equal to that of doctors, without being labelled as mere technicians. They clutch at the mantle of professionalism as it keeps slipping from their shoulders.

THE IGNORANCE WHICH MANY FACULTY MEMBERS

have of a sociological understanding of history and law is disappointing to many students with social science backgrounds. It is a shock to hear supposedly learned men explain, for instance, differences in legal systems according to variations in "human nature". The French simply "could not conceive" of such a legal system as ours because they "just don't think that way!" Even the most conservative or incompetent social scientist — and certainly any reputable "intellectual" — has long ago abandoned such simplistic, quasi-racist analysis. Such behaviorist explanations usually come from people who have not been exposed to "higher education" but when it comes from a professor of law...?

Politics is described to law students as an "either-or" thing, an occupation like any other. It is not described, as some students feel it should, as an activity that transcends all isolated occupation and pervades everyone's day-to-day life, whether they know it or not. Politics is simply seen as something one might decide to "get into". It has its rewards — status and material gain which are forthcoming to the politician himself — like any occupation.

STUDENTS ARE ADVISED THAT if they decide to enter politics, they should be very careful to do so at the opportune moment. "Beware of entering the political arena before you have a successful law practice and a respectable public image." Public relations, status



(dorothy wignmore/ gazette)

and personal image are emphasized as primary concerns of anyone planning to be of "public service".

There is a glaring contradiction there. Should "serving the people" be looked upon as a career — a business in which the primary concerns are the opportunities it offers the politician to become a "success"? Of course the phrase "serving the people" is itself nothing but pure corn, an outworn, romantic notion to be cynically scoffed at, of course.

Last but not least, some first year students are repulsed by the degree of male chauvinism in the Law School. During the Orientation Week the few women in the class were encouraged to attend the sports events because "We need cheer leaders" and "We like to see pretty faces", as if that summed up the utility and capacities of women at social gatherings — to giggle and scream and show their pretty faces. Yes, the image of the dumb broad is still alive and

well at Dalhousie Law School.

THESE ARE ONLY SOME OF THE PROBLEMS facing the first year law class and other students. There are a few things which disturb most of the students, and a lot of things that disturb only a few of them — paternalism, professionalism, status-anxiety, behaviouralism, male chauvinism, political careerism elitism, racism, etc., etc., — in a word, all the components which make up the mentality dominating our culture.

It is regrettable that these components are so intense in an institution which could be at the forefront of a movement for social change. Our legal system is meant to be flexible and everchanging. It is supposed to be responsible to the needs of changing times.

Lawyers, with their higher education and tools for social reform, are potentially in a good position to destroy some outworn traditions and to institute change. And yet, here they are, saturated with a conservatism equal to that found in any other sector of society. Their whole value system upholds the status quo.

SOMEONE ONCE SAID THAT THE IDEAS of the ruling class are the ruling ideas in every age. The Law School does nothing to contradict this proposition. The values propagated within the school are clearly the values of the dominant class of our society.

The present legal system, and the way it is explained to law students, does not encourage change. The paternalism, professionalism, male chauvinism, racism, political careerism and elitism exhibited in the school are conservative values upholding the desires of the ruling class. They perpetuate prejudice, inferiority of women, elitist and careerist attitudes and authoritarianism. They do not allow real progressive change of any nature.

Although people critical of the present system lost respect for the law and the legal profession because of these attitudes, law becomes a very powerful mechanism in spreading and perpetuating conservative values throughout the whole society.

AROUND HALIFAX

FRIDAY, OCTOBER 22

Contemporary Dancers of Winnipeg
Rebecca Cohn Auditorium, Dalhousie University
8: 30 p.m.

SUNDAY, OCTOBER 24

Dalhousie University Film Society
Don Quixote
Oxford Theatre 2: 00 p.m.

MONDAY, OCTOBER 25

Atlantic Symphony Concert Series
Tsuyoshi Tsutsumi,
"Saint-Saens Concerto No. 1"
Rebecca Cohn Auditorium 8: 30 p.m.

TUESDAY, OCTOBER 26

Lecture on Art
Douglas Hall "20th Century Sculpture"
Dalhousie University Art Gallery 8: 30 p.m.

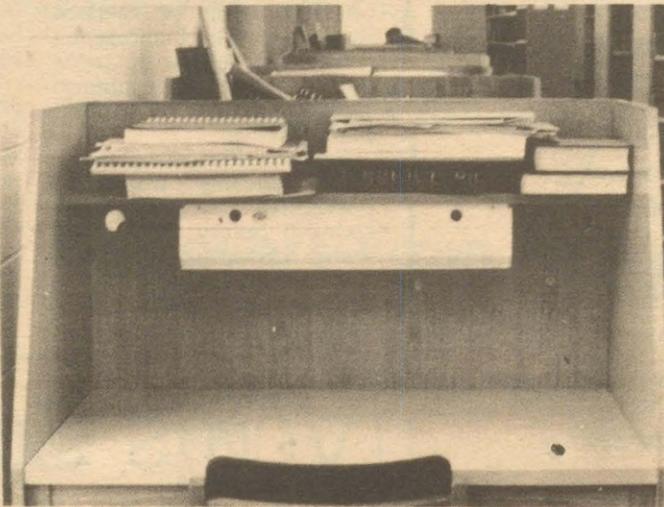
WEDNESDAY, OCTOBER 27

Halifax Community Concerts
John Aldis Choir
Rebecca Cohn Auditorium 8: 30 p.m.

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(dorothy wignmore/ gazette)

Law students forced into slot.

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CLIP ALONG BROKEN LINE

Gesundheit!

by Uncle Walt

One farmer says to me, "You cannot live on vegetable food solely, for it furnishes nothing to make bones with," walking all the while he talks behind his oxen, which with vegetable-made bones jerk him and his plow along.

—Henry David Thoreau

Vegetarianism is a practice often misunderstood, and much of the blame rests on the word "vegetarian" itself. "Noncarnivore" would be a much more accurate word.

Vegetarians do not, as the term implies, eat only vegetables. They also eat fruits, nuts, grains, and (usually) milk products. Many vegetarians also eat unfertilized eggs.

Uncle Walt eats neither meat, poultry, nor fish. His avoidance dates back two years, and is based on sympathy for our fellow creatures and a belief that slaughtering (or hunting or fishing) brutalizes the killer as well as the victim.

Beyond moral considerations, there are also economic and health advantages in a properly-selected vegetarian diet. Those people not yet willing to abstain completely from meat products can still improve their nutrition a great deal by a wiser selection of plant foods.

Western societies often use the flesh of herbivores (plant-eating animals such as cattle, pigs, sheep, and various birds) for food. Yet a great deal more (and healthier) food can be produced on each acre of land by eating the crops directly. Many animals raised for slaughter are now fed hormones, synthetic vitamins, fungicides, and other chemicals dangerous to human health. Fish, another favourite, accumulate mercury and other poisons, are also dangerous to humans.

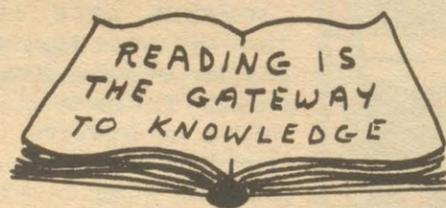
The first question which usually comes up is, "Where do you get your protein?" In truth, the only place proteins, and their constituent amino acids, are manufactured is in plants. Using water, nitrogen, and minerals from the soil, carbon dioxide from the air, energy from the sun, and chlorophyll as a catalyst, green plants synthesize proteins, amino acids, carbohydrates, and vitamins in the process of photosynthesis, giving off oxygen as well.

Good sources of vegetable protein include peas, beans, nuts, seeds (e.g. caraway, sesame, flax), and whole grains such as brown rice, barley, oats, buckwheat, and millet. The only known single plant source of complete protein (all the kinds of proteins and amino acids humans need) are soybeans. Dried soybeans are inexpensive compared to meat protein sources, and can be stored for some time.

To prepare them, soak overnight in the fridge in twice as much water (they expand) and then either roast in a flat pan in the oven over low heat until crunchy (about an hour) or boil in a covered saucepan until as tender as desired. Season with seasalt or serve in tomato sauce, raw honey, or your own creation.

Most supermarkets and grocery stores carry few of these vegetarian favourites, but they are available at either the House of Health (1712 Granville) or the Beansprout (1709 Barrington).

Other essential nutrients such as vitamins, minerals, and carbohydrates, will be discussed in future "Gesundheit!" columns.



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Fenwick a death-trap?

Opinion
by

Louis C. Lemoine

The date — October 11. The time — 4:45. The wind was blowing 36 mph, gusting to 53 mph. Five and a half hours earlier I had gone to bed looking forward to a long, comfortable night's sleep, knowing that I didn't have to get up the next morning to go to classes. Was I mistaken!

It all happened very quickly. I was awakened by a sound I'll never forget. It was explosive, resounding and abrupt, accompanied by a ceaseless, maddening hum. In an instant, I realized what had happened. At first I thought it couldn't be possible, but sure enough I felt an extra weight upon my back. For god's sake, it can't be! But there was my window, laying squarely across my bed and my back. The outside pane had shattered completely and my room was transformed into a veritable wind tunnel.

In haste, but still half asleep, I hurried out of my room and yelled to my roommate. At this point we were both terrified and didn't know what the hell was going on. The wind kept belching into the apartment. My first thought was that the building was falling down, but I got hold of myself and realized that I was in a state of shock and panic. I was amazed that I had not received more than a few

'scratches and bruises.

Once my personal belongings were salvaged, I phoned the lobby for help. The campus police were there in no time. Surprisingly enough, the building manager was also there, looking very sheepish and apologetic, but not really surprised. Apparently the same thing had happened half an hour previous on the floor above. It had been a girl up there and luckily she had not been seriously hurt either.

A panel was placed over the gaping hole. I took one last look at the rain, the wind and a double pane of shattered glass upon my bed. We crashed in a friend's apartment for the remainder of the night.

O.K. So what? Let's get to the point. It makes a good story but a true one, nonetheless. The point is that this building (Fenwick Towers) has had problems from the beginning. The more construction progressed, the less money was spent.

The proof (for me) took place last night. They kept quality to a minimum and did a rush job. So who's to blame? That's the big question.

There was a lot of carelessness and negligence in the construction of this building — that's evident. We can ask why but we won't get an answer because there isn't one. It was just done and no one is man

enough to take the blame. By the brass, it's considered as one of those unhappy facts of life.

But now they are running scared. The popping window factory just may not be a safe place to live. If it isn't, we want to know and we want to know now. If they have to tear this place down and start all over again they had better do it.

Yes, it will cost someone a few pennies, but better that than a few lives. We want to know that we can go to bed at night and wake up again the next morning. We want to know that we aren't living in our graves. I was lucky! The next person might be the first victim of Fenwick.

Most of the students have been very understanding and kept their complaining to a minimum. We realize that the administration has had seemingly insurmountable problems to face. But our altruistic limits have been reached. If Fenwick isn't a safe place to live in we want to know; we want to know now; and we want to know why!

* * *

The Gazette feels that there are things happening at Fenwick that everyone should be made aware of since their money supports it. In this light, if you have similar tales to tell, bring them in. We'll try to print them all, as either opinions or letters to the editor.

Manitoba texts racist

WINNIPEG (CUP) — The extent of racism in Canadian school textbooks has been startlingly born out in a study of 40 history and social studies texts made in Manitoba this summer.

The report of a three-man investigative committee commissioned by the Manitoba Human Rights Commission reveals that of the 40 books studied, at least 37 contained examples of racial and sexual discrimination.

The committee, composed of three students from the University of Manitoba reviewed history and social studies textbooks used between grades 4 and 12 and approved by the Manitoba Department of Youth and Education.

They recommend that seven of the most objectionable be removed from use immediately and that teachers be supplied with list of amendments to the books that remain in the schools.

The Education Department's curriculum branch had already screened the books for what it considered objectionable material.

Among the targets of prejudicial references in the Manitoba schoolbooks were: women, trade unions, immigrants, Jews, Moslems, Indians, treatment of Japanese-Canadians during World War II, the 1919 Winnipeg General Strike, the French in Manitoba and Louis Riel.

Particularly racist and one-

sided were the inclusion of references to the Indians such as: "They (the Indians) become intoxicated very quickly and are then maddened. They run about naked and with various weapons chase people day and night."

And to black slaves: "When kindly treated, Negro slaves were usually merry, friendly people."

The committee said that the textbooks studied contained little mention of the cultural history of native peoples and were weighed heavily in emphasis toward the accomplishments of the white race. Little mention is made of exploitation, brutality and racism perpetrated by the white man in his quest for development of the country.

It would be interesting to see a similar study done in Nova Scotia, the province with the largest black population in Canada. There are a great number of Indians living here as well.

As the calibre of texts varies little across the country, it is possible that a study of Nova Scotian texts would produce the same results.

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Play opens October 27

"Bury the Dead" coming soon

History of the play

by Stephen R. Mills

Irwin Shaw was born in New York in 1913 and as a young man spent a great deal of time fluctuating between writing comic strip dramatizations and radio serials.

In 1936 at the age of twenty-three he wrote "Bury the Dead". The play is a study of common men basing their values of life against the futility of war and its inevitable consequences. Although written before the Second World War, it is contemporary in its concept and depicts no particular era of history.

"Bury the Dead" was produced in New York Theatre League under great difficulties in an obscure New York playhouse. It is included in Gassner's "Twenty Best Plays of the Modern Era", and has been presented across the U.S. by almost every little theatre group. It has been produced in England and Ireland by the Habina Players of Palestine in a Hebrew translation. Having attracted enormous applause it became an overnight success and moved to Broadway.

The Dalhousie Musical and Dramatic Society, under the direction of D. Ray Pierce, is producing "Bury the Dead" on October 27-31 in the McInnes Room of the Dalhousie Student Union building. Student actors involved in last year's production of "Inherit the Wind" and the Pumpkin Theatre which operated in the city during the summer months, are in the cast. Tickets are available at the Central Box Office — phone 424-2298.

Play credible, timely — Jones

Time fast approaches for the premier of DMDS's first production of the year. Blurbs and bulletins (similar to the above) have given students some idea about the play. But one still wonders what is the theme of the play and why did DMDS decide to produce it. Dave Jones, as Society president and a person involved with all facets of the play, explains.

"It's a credible play", he said. "A play one would expect a serious company to tackle." He called the play timely and interesting in approach. The anti-war sentiment it expresses is placed within the larger

condemnation of a society based on competition. The quality of human life in such a society is explored through the varied lives of the six men who refuse to be buried. Although the characters are stereotyped symbols, they are far from stagnant, he explained.

The play could be dull because of the amount of dialogue needed to keep the characters vibrant, but Jones explained that, while there was little action within each scene, the scenes constantly switch. This keeps the audience aware of the play, he added.

"A lot of work has gone into the play", said Jones. "The cast



Debi Watson

is enthusiastic and confident." All indications point to an evening of intense and interesting drama.

more profiles

There are thirty-five people on the stage in "Bury the Dead" and numerous others behind the scenes. Obviously a profile of everyone involved would be impossible. However, short profiles of six more participants are included this week.

Liz Wadden was born in Halifax and brought up in New Glasgow. Her previous experience includes Speech

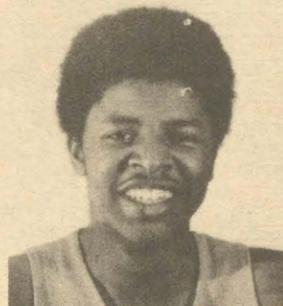
Festivals, the New Glasgow High Drama Club, the Pictou County Players, and Theatre 100.

Laurie Gallant, from Moncton, N.B., is language-oriented but managed to be in two productions with the French Amateur Theatre. This is his first year at Dal.

Debi Watson, from Dartmouth, is a third year chemistry major. Her previous experience consists of playing a puppet who comes to life at the age of twelve.

Fred Anthony was born in Kentville and attended high school and university in Halifax. He has experience in ballroom dancing and on the stage — high school and local shows.

PHOTOS BY ELIO DOLENTE DAL PHOTO



Henry Boyd



Fred Anthony

(bob jeffries/dal)



Stephanie Reno

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Laurie Gallant



Liz Wadden

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Need good quarterback

Tigers defence superb; offence sputters

Quite a few years ago there was a popular song that went, "You got to accentuate the positive, eliminate the negative..." Against UPEI it looked like the Tigers had reversed that philosophy.

Losing the game October 16 18-3, the emphasis on the negative was fine as the defence generally played well. The biggest problem for the defence seemed to be that they were overworked.

However, Dal's offence was almost non-existent. Because Dal had virtually no passing attack, UPEI were able to concentrate on defending against the run. The offence also fell down during the kicking game. They permitted one punt and two field goal

attempts to be blocked.

When either place-kicker Walsh or punter DePoe did manage to hoist a long kick, most of the yardage was lost on the return.

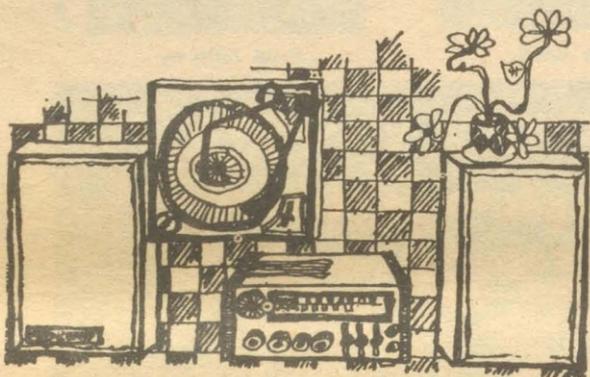
Probably the most encouraging thing that could be said about the future games is that the defence should be able to keep the scores respectable.

Coach Dick Loiselle lost many experienced ball players at the end of last season. Our sympathy to him and his staff, but somewhere on the team they have to find a quarterback to replace the injured Rick Rivers. With a better quarterback, the spectators might not spend their time listening to transistor radios.



(Peter Clarke/aa1)

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UNB student screws OFY

FREDERICTON (CUP) — A lucrative Opportunities for Youth project in New Brunswick netted a University of New Brunswick student \$8,600 for only six weeks work according to a report prepared for the federal government by the co-ordinating agency for local OFY projects.

The report of COPE (Community Opportunities Providing Employment) claims that Jonathon Marler, a second year law student at UNB, received \$35,000 from OFY last spring to carry out "an ecological forest survey" in New Brunswick.

But instead of probing the woodland ecology, the report alleges Marler rented a tree

harvester and chain saws and sold timber and pulpwood to local industrialists at cut rates before complaints from his employees cost him his job at the end of a six-week period.

According to the COPE report, Marler hired around 30 students, paid them \$1.25 hourly, but did not inform them they were working on an OFY project.

"Only when the students heard that their job was a youth opportunities project did they become suspicious," the report said.

"They complained to Marler who retaliated by firing the entire lot and then they complained to Ottawa."

"The federal government," the report continued, "dispatched OFY organizer Sheila Zimmerman, who had approved the project in the beginning. Naturally, she was defensive and the whole meeting was entirely unpleasant."

But in the end, the report said, Marler was asked by Zimmerman to vacate his post. He did so reluctantly, it said, but not before he had pocketed \$8,600 for himself.

A number of people in the region — including the Moncton office of the Secretary of State's Department — pressed for an immediate investigation, the COPE report said, but it was turned down by Secretary of State Gerard Pelletier.

"Zimmerman issued instructions that there was to be no publicity given to the affair at all," COPE reported.

The report also charged that during his tenure as project manager, Marler issued regular pay cheques to his brother who was not employed on the project, as well as two per week to his girl friend who was.

Fredericton RCMP say they are investigating the affair but no details have been released.

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