

Summer School plans announced

by Larry Grossman

"Universities should do everything possible to make sure their summer programs are as good as their winter programs," said a spokesman for the Summer School Office recently. He went on to say that "the number of students in the university on a part-time basis has increased rapidly over the last few years and will probably grow larger in the future. All

universities are looking for summer programs with this fact in mind."

In an effort to integrate the summer program with the winter program, the Summer School Office has tentatively planned out the summer courses that will be offered over the next two or three years. Each fall, the tentative courses for the upcoming summer will be confirmed by each depart-

ment within the university. This will make it possible for students to plan their programs so they will know when the courses they need for a particular degree will be offered.

Discussing the joint summer program between Mount Saint Vincent and Dalhousie, the spokesman stated that "universities must coordinate their summer programs. This is a sound economy measure and

it also makes it easier for the universities to offer a broader program. He went on to say that Mount-Dal coordination will last for at least the next three years. "There are no similar programs in operation anywhere else in Canada.

An interesting feature of the summer program is the fact that there will be no cancellation of classes regardless of the number of students

signing up for a particular course. This decision was reached by an agreement between the Mount and Dal.

The spokesman emphasized that in designing a summer program, the University must think of mature and part-time students as well as regular students who want to take a summer course towards their degree.

Dalhousie Gazette

VOL. 105

MARCH 30, 1973

NUMBER 23



Increased health care efficiency

Medical teams part of future

by Ken MacDougall

On Friday, March 23rd, Dr. J. D. Wallace, the Secretary-General for the Canadian Medical Association spoke at the Tupper Building, during the Med School's regular "Friday at 4" lecture hour. Dr. Wallace's topic was "Health Care — Team or Superstar Sport?"

Wallace's knowledge of this controversial subject is a result of several years of being in a group practice and several more as an hospital ad-

ministrator. As such, he was able to see both sides of the argument, and hypothesize the future of health care in Canada.

According to Wallace, doctors in Canada have been talking about "health terms" for several years. It has only been within the last few years that the concept of the doctor being the leader of the team has been brought into serious question.

The reason is significant — within the last few years technical breakthroughs in operating procedure and

operators equipment as well as pharmaceutical discoveries have made it virtually impossible for the average doctor to maintain a ready grasp of all information required for him to perform his function in society with any efficiency. Wallace claims that this has forced doctors to acknowledge their fellow practitioners as partners instead of competitors in a free enterprise system.

The medical system has evolved from the "big brother-little sister" doctor-nurse days of a community practice to one of interdisciplinary team approach (such as the open-heart surgery teams incorporating cardiologist, anaesthesiologist, and nurse in some of the many positions required to make such operations successful).

Complicating this evolution, Wallace states, have been the "back-room boys", the politico-socio-economic teams that are attempting to change the concept of health care, with little consideration to the overall consequences of their actions.

Wallace states that in about 80 percent of the cases that enter the office of the average G.P., the doctor's nurse is able to take the history, diagnose, and prescribe proper medication for the patient. The G.P. needs only to assist in doubtful cases. The nurse is fully qualified in these 80 percent of cases, and for that reason he "would have no reservations about giving her his black bag and allowing her to go into the community to practise." However, government legislation does not allow this to happen, he added. Wallace also stated that in some provinces, specialists are having difficulty in finding work in the major cities in their particular fields. This would, in the future, lead to the specialist setting up family practice and

referral services in smaller communities. These would be attractive alternatives to not being able to work in their particular field.

This particular point drew criticism in the later question period. Asked which specialists were now finding it difficult to obtain work in the larger metropolitan areas, Wallace replied that neuro-surgeons and general surgeons were having some difficulty, although they were eventually able to find work. In B.C., he added, the health care budget has restricted the number of open-heart teams in the province, so there were a number of trained people who were not able to be a part of a team. Studies are now being done to determine the precise need for specialists, so that a doctor who spends 13 years in school does not end up as a G.P.

Wallace predicted that, despite the problems now being faced by doctors having to adjust to the team concept, they will soon be able to work comfortably with one another. Health care would become ambulatory, with the community practicing nurse performing most of the preliminary work. Only extreme cases would require hospital care. Further, all doctors would eventually become a part of a medical interdisciplinary team, or would be part of a community oriented programme.

The GAZETTE asked Wallace after the discussion what was to become of the family G.P. who was currently practising in smaller communities when the specialists moved into their areas. He stated that this situation was already being encountered in some Ontario communities. There were no problems that couldn't be settled. He maintains that the problems start

when the older practicing physicians, who have become proficient in minor operating procedures, start to feel threatened. This threat will become less and less as the small town G.P.'s begin to realize that they will be able to provide still better care to the community with these specialists present.

The GAZETTE also talked to some Med students after the discussion. They claimed that the lecture was poorly attended, and that the reason for this was in large part due to the Med school putting on an intensive campaign to press home the team concept of medicine.

They stated that many of the doctors who teach at the Tupper did not attend the lecture because the topic was a bitter one for them, and many were openly hostile to any change in the team direction.

Doctors who are even receptive to the change, and who welcome the evolution, are still hostile to the subject. Many doctors claim that the C.M.A. has sold them out prematurely to government's pushing Medicare programmes.

Governments who are alarmed by the costs of the various health care programmes are not looking for ways to improve medical care, they claim, but are only interested in paring costs. This results in the short-sighted programmes, such as the ones being suggested in Ontario, where the government is considering building convalescent homes, in an attempt to cut down on the number of hospital beds currently in use. Instead, governments should be increasing the efficiency of the hospitals by providing for more hospital operating facilities, and utilizing the bed space available, as well as building convalescent homes. However, most politicians claim this is too expensive.



Dr. J. D. Wallace at Tupper Building

Relief is on the way

More tax deductions for students

For anyone worrying about the sting of the tax bite and the new tax return schedule, then take hope: relief is on the way.

There are several new clauses in the regulations that allow students (or their parents) the benefit of relief.

The first of these clauses is the \$50 per month deduction allowed for just being a student at Dalhousie. If your term of duty at Dal if from September until the end of April, and you were a full-time student, then you may claim \$400. The most interesting aspect of this

regulation is that if you even attend only a portion of the month (such as a Law student whose year ends on the 7th of May), then you may claim an additional \$50 for this part of the month. Either you or your parents may claim this amount. Enter this claim in position 61 (page 4) of your return.

The second relief is for moving expenses. If you moved last year to take a job for the summer, and kept your receipts, then you may claim the cost of the move against the wages you earned during the

summer. If you moved over 25 miles to attend Dal, and kept your receipts for moving (bus fare, air far, meals, gas, lodgings, etc.), then you can also claim this amount, but only if you received an award, scholarship or bursary, and you are entering the amount of the award as other income earned. The receipts you collect this year may be used on next year's return.

(You should receive T-4A forms that stipulate the amount of your awards. If the total does not exceed \$500, then don't enter the money as "Other Income." The first \$500 is tax-exempt. Just toss the forms into your return, with the notation "exempt" written somewhere on the form.)

To claim moving expenses, you require a T1-M form, which you must write or call the

District Taxation Office to receive. The deduction is entered in position 28 (page 2) of the return.

You don't necessarily have to have receipts for moving expenses, but the Guide says that you must be prepared to substantiate your claims, if requested to do so. So, if you can't, then don't bother trying to claim. Taxation offices are paying extra attention to student returns this year and you'll probably get caught.

Another deduction is the 3 percent of gross earnings, to a maximum of \$150, for employment travel deductions. No receipts are required, and everyone can claim this item.

For Ontario students, there is a property tax credit. If you lived anywhere in Ontario during the taxation year 1972, and paid rent in that province,

then you are eligible for this credit. The form will be included in your return if you are a resident of Ontario and have filed a tax return before; otherwise you must ask for this form to be sent to you.

One further note: the regular receipts that the university gives out (the small 4x6" ones) cannot be used to claim tuition expenses. A special form (9"x12") must be issued. You can get this at the Business Office. You also cannot claim books, pens, etc. as tax-deductible expenditures.

If you are having difficulties with your return, then give the GAZETTE a call, and perhaps we can help you straighten out the problem, or send you to someone who can. In this way you shouldn't have to rely on rip-off tax consultants who only want a part of your tax savings.

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Women attack Nixon

TORONTO (CUP) — An American right-to-abortion organizer March 16 accused U.S. president Richard Nixon of considering Caucasian life more sanctified than Oriental life.

Dr. Barbara Roberts of the U.S. women's national abortion action coalition attacked Nixon's opposition to abortion at a rally kicking off a weekend conference in Toronto sponsored by the Canadian women's coalition to repeal the abortion laws. The coalition was established and is controlled by the Trotskyite League for Socialist Action and its youth wing, the Young Socialists.

Nixon, Roberts said, bases his opposition to abortion on upholding "the sanctity of human life." But she insisted

anti-abortion laws are "a brutal example of the oppression of women."

Montreal doctor Henry Morgantaler received a standing ovation after making what he said was his first public announcement that he had been performing abortions in Montreal clinics "for the past few years."

Morgantaler, past president of the Canadian Humanist Association, is being prosecuted on one charge of conspiracy to perform an abortion and two of performing illegal abortions. He was an unsuccessful independent candidate in the last federal election.

Immediately after the Morgantaler announcement, three practising doctors spontaneously admitted they

too had counselled abortions and were willing to be prosecuted as test cases. Three women from the audience also admitted that they had procured "illegal" abortions and were also willing to be prosecuted.

Eleanor Pelrine Wright, author of "Abortion in Canada," said "safe, legal abortion has to be available as a backstop" to accidental and unwanted pregnancies "with no qualifications."

In reference to prime minister Pierre Trudeau's anti-abortion position, Pelrine decried the lates alliance of "King Pierr the L. joined by Otto Long, crown prince of injustice, in trampling on the rights of Canadian women." Lang is minister of justice in the Trudeau cabinet.

Telegrams of support for fights to abortion were read to the conference by Women's Coalition executive secretary Lorna Grant, a L.S.A. member. Support for the conference, which drew women's rights groups representatives from across Canada, came from New Zealand, France, the United States and New Democratic Party MP Grace McInnis.

Anti-abortion groups picketed outside the rally, but no incidents occurred.

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ACCOMMODATION NEEDED MAY AND JUNE: 2 or 3 bedroom furnished apartment or house, preferably near Dal. Contact John Griffiths, History Department, Dalhousie. Phone 425-5549.

WANTED: TO SHARE DRIVING AND GAS EXPENSES TO VANCOUVER: Med student driving to Vancouver in '72 Toyota station wagon leaving April 7th, to arrive April 12th or 13th. Contact Jack Sommers, 423-1764.

"Like it or leave it"

Caterplan workers push for union

by Glenn Wanamaker

Nova Scotia employees of Caterplan are attempting to form a union, with the eventual hope of forming one nation-wide organization. Delson Lienaux, executive member of the Caterplan employees committee, says the majority of workers have already signed cards, but the union is still not formed.

Caterplan workers here are working through Ontario as it is the only province with unionized Caterplan workers. Lienaux says they are dealing with the Trades and Labour Congress, but "we will be a union within ourselves."

The Canadian National Institute for the Blind operates Caterplan, which was set up expressly for providing employment for the blind. "But now it is of such a scope," says Lienaux, "that a blind person could not operate a place like the Dal Student Union Building."

"Before, they didn't really seem to care if they didn't make any money at one place. The idea then was, 'it doesn't matter, we're keeping a blind person employed.' Now their first priority is making money. In terms of priorities, employing blind people is probably

number 10."

W. A. Byatt, business manager for Maritime Caterplan says Caterplan is not run as a commercial business.

"We are not a profit-making business. The purpose when it started was merely to provide jobs for blind people. The number 1 priority is still to secure jobs for blind workers."

Byatt says last year the organization broke about even financially, and this year it will be about the same, though maybe "a little worse."

Lienaux says salaries are low in comparison to other areas. "The Institute pays about as much as they like — about minimum wage."

Caterplan workers in Nova Scotia, New Brunswick, and Prince Edward Island have been part of an association for the last four years, but it only included blind workers. The first year it was in existence, 1969, it managed to get salaries increased from about \$78 for two weeks to \$61 for one week. But since then it has made little progress.

"We have had meetings, but we've been told 'like it or leave it'. It's difficult for us to close our shops because if there is a good shop, then another chain

like Beaver or Major Vending would be brought in. So we can't go on strike."

Byatt says Caterplan pays more than minimum wage for its blind workers. "The wage policy for sighted workers is that they start at minimum wage and then get raises." He estimates there are about 60-80 blind workers in the three Atlantic provinces. There are about 40 stands or cafeterias in Nova Scotia alone.

"We cannot presently afford to pay higher wages, though we are definitely trying to. You must remember that the main objective is to provide jobs for the blind."

He says wages are reviewed annually. The last pay increase was in January, for both workers and administrative executives.

Wages also differ from shop to shop, depending on how well it is doing financially. The cafeteria in the Dal SUB is doing well and wages and working conditions are accordingly better. However, a common major complaint is that Caterplan apparently gives no notice to an employee when he or she is being let go.

One worker said that Caterplan gives one week's pay but

no notice and no reason.

Caterplan executive Harold Beals says he knows nothing

about the union, but the workers are hopeful that it will be formed shortly.



Faculty discusses issues

by Ken MacDougall

On Tuesday, March 20th, the Faculty of Arts and Science held their regular monthly meeting in the Board and Senate room of the A & A Building. Attendance by faculty was slightly higher than usual. It was discovered later that this was primarily due to the controversial History 100 programme being scheduled to be discussed as well as a report on tenure being presented.

The Curriculum Committee presented several items to the faculty for consideration. The first of these was proposed guidelines for individual programmes being offered by various departments. Among the guidelines was a suggestion to have these programmes possess some unifying principle, and not be merely a collection of unrelated classes. A further guideline suggested was that students who followed

a programme which they set up themselves, and which came close to being a major in a particular subject, should also include the classes in which the department requires of its majoring students. This does not imply that a student must take the department's designated classes; rather, if a student can justify his other individual programme to the Committee on Studies, without taking required classes, then that programme will be approved. The department must now also be prepared to justify making a student take required classes. These guidelines were endorsed without debate.

Among the new courses being offered under the "New Curriculum" are a two-year interdepartmental programme in African Studies and a one-year, unstructured, five credit course in Economics.

Students in the faculty will be

able to take a Phsy. Ed. elective toward their B.A. next year — "Human Sexuality and Educating about It." The course is taught by Professor Belzer of the School of Physical Education, and will count as a 100-level elective.

A proposal was brought forth that would have enabled St. Pat's High School students to count one or several Business Education classes toward entrance requirements to Dalhousie. However, the request was dropped to allow the faculty time to establish guidelines for entrance requirements, as curriculum in the High Schools expands.

After these tame preliminaries, the History 100 question was brought forth for consideration — again. After about twenty minutes of debate, it was decided not to reconsider the motion that was returned by Senate Council for further clarification. Rather, the entire

question of course grading will be ironed out by the Curriculum Committee or the Committee on Studies.

After this question had been voted on, several members of faculty left the meeting.

The final item on the agenda was a report on tenure, submitted by a committee chaired by Professor Rodger of the department of Psychology. Before preliminary discussion of the report had even begun a minor dispute arose between Dean G. R. MacLean, and Professor Rodger regarding phrasing in various sections of the report. The disagreement centred on a clause that had the Dean proposing termination of

contract for a faculty member who still had one year to go on his contract. The termination would have taken place at the end of the academic year 1973-74. The Dean maintained that he had not proposed termination of contract, but had only stated that the professor should be considered for tenure this year. The professor in question was Don Grady, of the department of Sociology.

The discussion ended with the Dean and Rodger agreeing to have Rodger refer again to a letter sent him by the Dean outlining the situation. The report will be brought up again at the next meeting of the faculty.

Military goes home

OTTAWA (CUP) — The Canadian Armed Forces will send officers and men to military colleges rather than civilian universities, under two sponsored undergraduate training programs this fall.

Defense minister James Richardson, who also acts as president of Canada's three military colleges announced March 19 that up to 60 armed forces personnel may be enrolled in Royal Roads Military College near Victoria, B.C., Royal Military College in Kingston, Ont., and Collège Militaire Royal de Saint-Jean,

in St. Jean, Que.

The programs, University Training Plan Officers (UTPO) and University Training Plan Men (UTPM) were formerly associated mainly with civilian universities.

UTPO provides academic upgrading for officers to degree standing. Only officers who can obtain a degree within two years are chosen. Because Royal Roads Military College offers only the first two years of the four-year academic program, the UTPO is not applicable there.

UTPM gives selected serving

men the opportunity to get both a degree and a commission. The department of national defense pays the entire academic cost. The military colleges are authorized under existing charters to grant degrees in arts, administration, science and engineering.

All but single UTPM students are expected to live off-campus. Just so the academic class divisions are kept clear, students in the two programs will wear the Canadian Forces green uniform, not the regular uniform of the military college officer cadets.

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Sleep with a friend

For the second year in a row, residents of Fenwick Towers are faced with the possibility of having to pay extra rent at the end of the year. This is becoming something of an annual joke.

Classes are out for undergraduates on the 13th of April. Examinations begin on the 17th, and for most students they end on the 30th. Leases expire on the 22nd.

The reason cited to us by the Accommodations Office as to why the lease expires on this date is unique. Apparently the lease is divided into two equal terms totalling sixteen weeks each. It is difficult to determine exactly when then term ends, so an approximate date is chosen, within reason, and inserted into the lease. This year the date decided upon was April 22.

However, this year the spring term was lengthened a week. So, students who write exams on the 30th of April will have to pay an additional \$18, just so they can write their exams. For Law students, who finish exams much later, the sum is about \$54.

It should be a simple matter to determine when the term ends, so that this problem does not arise. This year may have posed a special problem for the Fenwick operators, but we doubt that this is the case. The calendar states that the term ends on April 13th, and everyone knows that exams take at least two weeks to complete. This would automatically suggest the lease

should expire on the 27th, at the earliest. The calendar is out in July, fully two months before anyone signs a lease at Fenwick.

Shirreff and Howe Hall students are paid up on residence and meal fees until the 30th. Why must the Fenwick people be forced to shell out extra money?

The problem here is not one of honest mistakes being made and regrettable incidents happening; rather, it appears to be the problem of the old profit motive entering into the situation. Fenwick must operate on a break-even basis, and to have students hanging around past the 22nd is unprofitable. The days to the end of the month are used to take inventory and repair minor damages to the suites, so that new tenants may move in on the last of May.

We suggest several ways that students can get around the problem. The simplest way is for Student Council to demand that the lease be extended an extra week. Barring this happening, students are advised to move out, where they are going to be the only ones remaining in an apartment and crash with friends in the building. In this way, only one person will have to pay the extra rent. The apartment cannot be vacated when there is at least one declared occupant still living there. If you're smart, you'll split the rent with your friend.

Brief needs consideration

Four law professors at Dalhousie recently completed a brief on economic development and environmental security. A report is to be found on page 8, 13. Perhaps the most frightening facts pointed out by the committee are the lack of long-range study by the government as to the economic and environmental effects of development, and the fact that the minimal research done is not made available to the public. These items are particularly significant in Nova Scotia where development — mostly by Americans — is on an upsurge. The Shaheen refinery, container ports, and the proposed nuclear reactor at Stoddard's Island are all hailed by Premier Gerald Regan as progressive steps, indicative of the excellent performance of the present Liberal administration in the province. And, to give credit where it's due, the Liberals appear to be handling development in a manner much superior to the Conservatives. There have been no Liberal Heavy water plants or Clairtone Sound scandals yet. However, just as the Conservatives, the Liberals seem

reluctant to stop and consider the overall effects of their wonderous job-providers. How will these projects economically affect the Maritimes as a whole? What harm will be done to the air and water of the area — now, and in five or ten years? Such questions are never answered by the Liberals (and, sadly, never asked by the opposition).

Also, reports studying immediate effects, or the potential effects of proposed projects are never seen by the press, much less the public. Citizens groups from effected areas, and concerned individuals, are forced, by the government they elect, to deal with these issues in the dark.

The Gazette strongly urges that the recommendations made in the brief be given serious consideration by all levels of government. Indeed, any government concerned with preserving the environment should react positively to the committee's suggestion for a publically supported and publically oriented committee on environmental protection.

The Dalhousie Gazette

Canada's Oldest College Newspaper

The Dalhousie GAZETTE is the weekly publication of the Dalhousie Student Union. The views expressed in the paper are not necessarily those of the Student Union, the university administration, the editors or all other members of the staff. We reserve the right to edit or delete copy for space or legal reasons. Deadline date is the Friday preceding publication.

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Subscription Rates: \$5.00 per year (24 issues)

The same as he's doing here . . .

Hicks in the Senate: What's he doing?

Dalhousie President, Dr. Henry Hicks has been a member of the Senate since the fall of 1972, and the GAZETTE has taken a look at his performance to date in the Senate debates.

Senator Hicks was given the privilege of moving the address in reply to the Speech from the Throne. This is the motion upon which Throne Speech debate is based, and it is traditionally moved by a government back-bencher.

Hicks spoke for 65 minutes, and the reaction to his speech was predictable for such an exercise in tradition. At one point Senator Grattan O'Leary pointed out that "Some of us are going to sleep over here."

When the Senate committees were appointed, Hicks appeared as a member of the joint committee of the House of Commons and the Senate on the Library of Parliament. No doubt his continuing duties at Dalhousie prevented assumption of a position on one of the Senate's standing committees.

On February 14th Hicks presented a major speech on federal support for post-secondary education, criticizing the inequities that have resulted from its system of distribution.

The scheme established by the St. Laurent government gave money on a par capita basis, rather than on the basis of the number of university students in each province. This,

to Hicks, seems contradictory to the aim of increasing educational opportunity for students. Money was given to the Association of Universities and Colleges of Canada and it in turn gave it directly to the provinces.

In 1966-67 the Pearson plan was introduced. Provinces could receive per capita grants, or grants equalling half of the universities' operating costs. This scheme, while not necessarily hurting provinces with an unusually high number of universities, did hurt the less affluent.

Provinces such as Ontario and Alberta can afford to spend large sums and therefore they get more federal money. One example is a professor at Dalhousie receiving \$15,000 a year of which 7,500 is paid by Ottawa to Nova Scotia. However, the same man would get \$20,000 at U. of T., and bring \$10,000 to Ontario.

Another problem with the Pearson scheme is that there is no longer direct federal funding. All money goes through the province, and they need not spend it on universities. In Nova Scotia the Stanfield government held the money for three years. The Bennett government in B.C. was notorious for its tricks to get the most money from Ottawa while spending little to nothing on post-secondary education.

Hicks sees the result as a "provincialization" of Canadian universities. The provincial governments are trying more and more to restrict the number of students from other parts of the country. This is destroying the valuable contribution to a national identity that universities can make. There have been cases of students unable to get student loans because they don't fulfill the residence requirements of any province.

The only direct funding comes from the National Research Council or other special federal agencies. One example of these was the \$10,000,000 that was put aside several years ago by the federal Health Resources Council for the building of a new dental school in the Atlantic region. The new school will obviously be at Dalhousie. However, the federal money will cover, at best only half the cost. The rest must come from the provincial government, but these bi-level negotiations have been the delay in getting a new Dental School.

On March 21st the Dal President spoke during the debate on a gun-control bill. He was concerned over the possibility that members of a family would not be able to lend firearms to each other, recalling the enjoyment he has had from occasionally using firearms.



GREAT FOR YOUR HEAD



WRANGLER JEANS

Student servant wants views

To the GAZETTE:

I have been charged with the responsibility of overseeing the general operation of the Student Union Building for the coming year. In doing this I am acting on your behalf to ensure that the SUB is run as effectively as possible to fulfil the needs and desires of Dal students. This is no mean task as it is impossible to satisfy everyone all of the time. However, it is my intention to cater to as many people as possible in a way which will add to the quality and enjoyment of student life. To accomplish this I must be aware of the attitudes of the people for whom the services of the SUB are intended — you, the students. Please feel free to let me know what you like and what you don't like about the policy and operation of the Student Union Building.

I have some changes in mind which I would like to initiate and your views on the many areas concerning the SUB will be invaluable in considering such changes. My office is in Room 212 of the SUB. Drop in anytime or call me at 424-3774. I am here to serve your interests.

Bruce Evans
SUB Affairs Secretary

Gazette staff meetings
Monday 12:30 Rm. 334, SUB

FOR FUTURE CONSIDERATION

To be a disciple of Christ isn't easy. Discipleship costs. The same for priesthood. One could paraphrase G. K. Chesterton's famous comment about the Church and say,

"It is not that the ministry has been tried and found wanting, rather it has been found hard and not tried."

In a world where men love themselves, the idea of loving others seems to be hard for some to understand.

In a world preoccupied with getting, the idea of giving may be hard to understand.

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WORDS FROM THE WISE ...

Reply from Application Committee

To the GAZETTE:

With reference to your editorial regarding the Applications Committee, I must support your contention that the purpose of the Committee be questioned. I do feel that such a committee can serve a useful function but that its procedures, makeup and power be examined at great length and before another Applications Committee is chosen.

In regards to our initial recommendations for Sub Affairs Secretary, Communications Secretary, Chairman of Council and two members-at-large, a time factor had to be contended with. A fundamental error was

made on Council's part in deciding that applications would close on the same day and just a few hours before our recommendations were to be presented. There was too little time to review and question our decisions; to consider how the recommendations were to be presented and the reactions of Council as well as others attending the meeting.

I most certainly agree that is necessary and crucial for Council to inquire into and question the actions and the decisions of the Applications Committee. I was personally amazed at the lack of questions that came from Council

itself. Perhaps the Applications Committee was partly at fault. However, it is much more satisfying to have Council agree with your recommendations after

questioning and debate, than to just have Council ratify your recommendations and no more.
Wilma Broeren
Applications Committee

Suspended member protests

To the GAZETTE:

I would like to protest the impression left by the last sentence in the article "Dal Radio sets P.R. Policy" which appeared in the March 23 issue.

The sentence read that, "Even the suspended member appears to agree with this general attitude and policy." I am the suspended member, and in no way do I agree with Dal Radio's

New registration procedures adopted

Faculty approval needed

New registration procedures have been adopted by the Faculty of Arts and Science. The main difference between the new and old procedures is that students now require faculty approval to enter classes before the Registry can register them in those classes. Faculty adopted this procedure to ensure that proper academic advice is given to students before they register for classes, and that proper academic control is maintained over entry into classes.

In the words of the report on registration, which Faculty approved in January: "When we suggest that faculty exercise control over entry into courses, we are not suggesting that individual faculty members be given whimsical or arbitrary powers of refusal. Individual faculty members can, however, steer students into courses more appropriate. They cannot do this until they see prospective students."

The new regulations involve

an "Approval to Register" form. Each student must present a duly completed form of approval to the Registry before he can be registered or pre-registered. On the form each student's programme for the year will be outlined. The signature of the relevant departmental advisor will be required on the form for each class listed. The whole year's programme will have to be counter-signed by an advisor in the department in which the student has declared his major. Each department will advertise (in its departmental areas) who its advisors are and where they are to be found. Students will not have to seek out the instructors of each class in which they want to register but will be directed to the departmental advisors who should be readily accessible. The approval forms can be obtained in departmental offices.

Once faculty approval has been given to students to enter their proposed classes, they will

policy regarding the public relations aspect of its members outside activity.

I agreed to appeal my suspension to a general meeting of the Radio member, but that is all. The vote against me was 15 to 6, with several members notably absent from the meeting. Some of those who supported me were actually in the building, but did not attend the meeting.

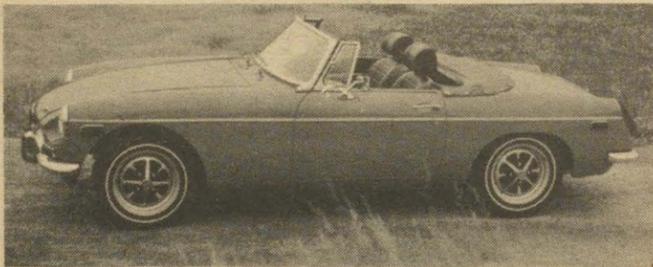
I demand a retraction of the implication that I support the P.R. policy. Indeed, it is not an explicit policy of the station. It is something that a person becomes aware of only after working at the station for a while.

Name withheld

Ed. note: This letter was written by a member of the GAZETTE staff from notes taken during a visit of the suspended Radio member. It is being printed instead of a retraction. Our attempts to contact the suspended member after his visit proved futile.

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be permitted to pre-register or register. Pre-registration can take place any time after April 9. The week of April 9 to April 13 will be the first formal pre-registration period. During this week advisors will be available in the departments to approve programmes from 10:00 a.m. to 12:00 noon and from 2:00 p.m. to 4:00 p.m. daily.

Approval to pre-register may be granted at any time after April 9. There will, however, be three other periods in the spring and summer during which every department will have advisors formally available to approve programmes of study and entry into classes. The first of these will be the week from April 23 to April 27. For two days during that period representatives from all departments will be concentrated in one central place for consultation with students. The other two periods of formal pre-registration will be from July 3 to July 6, and from September 4 to September 6.

Returning students are urged to plan their programmes, have them approved, and pre-register in their approved courses during the spring term, or at the latest during the summer. Students new to Dalhousie will be informed of the procedures for pre-registration and of the times at which faculty are formally available to offer advice and give approval for pre-registration. They should be encouraged to plan their programmes, have them approved and pre-register during the summer. Pre-registration will not be permitted for two days preceding the registration period.

During the first two days (Monday, September 10 and Tuesday, September 11), of that registration week in September, new students will receive counselling and be given approval to enter courses. Returning students will begin registration and payment of fees on Wednesday, September 12. The period September 10 to 11 will be set aside for those students new to Dalhousie who were unable to come to Halifax during the summer for counselling and pre-registration.

New role for municipalities

Cities to decide own fate?

by Dan O'Connor

During her recent visit to Halifax, Susan Fish suggested that Canadian cities should be given a new and more important role in planning urban policy, especially in the field of housing. The cities must have primacy in making social housing decisions because it is in the urban environment that the issues actually exist.

Fish, co-author of the Task Force on low-income housing, said that insistence on having primacy elsewhere is a useful smokescreen for avoiding the real issues of local areas. The upper levels of government should encourage and aid municipalities in the development of an overall policy.

"The most basic constraint on this happening is the myth of U.S. origins, that cities are non-partisan, non-political administrative units. Municipalities are very political and partisan. The reason is that every decision affects the distribution of resources — who gets what, when, where and how." She suggested that municipalities should be reorganized to recognize that societal values are brought forward at the municipal level. This is where the decision should be made as to where investment will go.

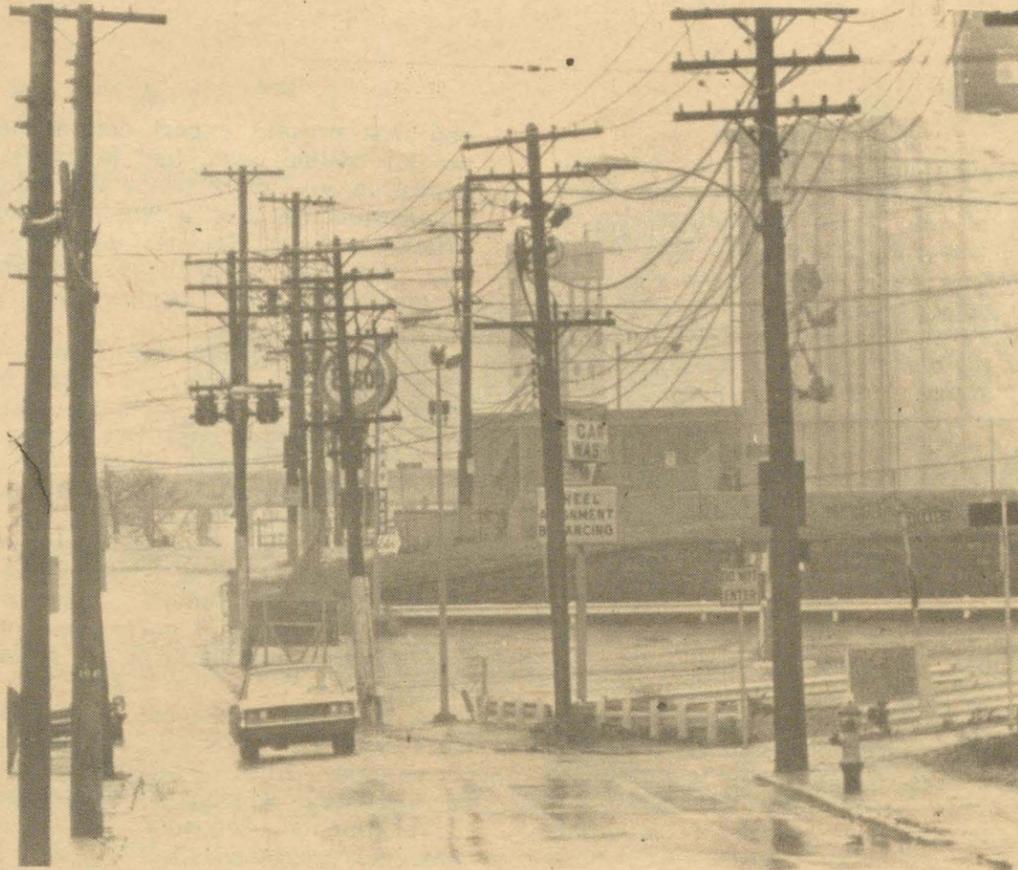
The purpose of changing the

organization of municipal government must not be to allow more efficient delivery of provincial policy. It should allow diverse groups and appropriate areas to bring forward interest groups' values. The change should facilitate bringing forward different perspectives so that all can be taken into account in making the decisions.

The structure of municipal governments is very important, and there are many variations that can be used. The financial area is also important.

"At the present time," she stated, "there is reliance on property tax which leads to serious biases in the selection of planning alternatives. Some alternatives are seen as out of the question. Opening them up for possible implementation is part of developing policy sensitivity at the urban level."

Another financial problem is that not all provinces can make massive fiscal transfers. Where this is the case, they should lobby for block federal grants limited specifically to purposes such as housing or transportation. The federal government should get out of the present programs, she said. It has a role in regional equalization and national financial development, and this can be done through mass agreements with the provinces



Lower Water St. is evidence of the results of urban planning only being done in Ottawa.

for the block grants.

The current problem, and distant from the possible solution outlined above, became evident at the federal provincial

housing conference in January. It was billed as a housing conference but some of the provinces wanted to look at the whole area — the federal role, the federal system and its appropriateness. This subject was put at the end because the feds just wanted to discuss the National Housing Act amendments.

"Alberta and Ontario said that they would go it alone because they do not like the federal priorities. However, this is not possible for most of the provinces. They are stuck with what Ottawa offers. They are in a bad, severely discriminatory and unjustified position.

"The accidental wealth of a province provides no grounds to

determine the degree to which it has the ability to make its own decisions. The poor provinces are currently under the thumb of a federal government worried about its political image, not about local needs and concerns."

As long as this continues, Fish sees no chance for municipal control of urban planning in Canada. Many cities are gaining the sophisticated research and planning staffs necessary for them to take the lead. However, they will never get it when the federal government won't cut the strings and the provincial government won't give them the necessary financial and institutional support.

Marathon raises \$1700

by Larry Grossman

On Sunday, March 18, Youth Across Canada for the Mentally Retarded sponsored a forty-eight hour fund raising dance in the lobby of the Dal. SUB. The participants in the dance came from different schools throughout the Halifax area and danced for as many hours as they possibly could. This included some dancers who lasted the entire forty-eight hours.

Greg Jensen, a spokesman for the organization, stated that "the goal of the dance is to raise enough money to send fifteen to twenty Y.A.C.M.R. members to a leadership training program in Sydney. Any remaining money is to go to the Recreation and Social Services program."

Jensen stated that "each dancer was financially sponsored by an individual or



Some of the marathon dancers who helped raise \$1700

company for hour long periods throughout the dance. The couple who raised the most money and danced the longest, won a trophy."

Jensen was happy with the results of the dance which raised \$1,700. He stated that "the leadership training program would cost \$1,000 and the other \$700 would go to the Recreation and Social Services

Program."

Lolly Dorey and Patrick Dorey won the couple's trophy. A trophy is to be given out for the high school whose dancers raised the most money. The winner has not been determined yet.

Jensen speculated that the dance's success leads him to believe that the dance might become an annual event.

(peter clarke/dal photo)

Talk . . . talk . . . talk

... is cheap, cheap, cheap. Unless it's based on something and leads somewhere; unless it relates to the truly human — unlike the millions of sterile words which wall up the intellectual in his ivory tower; unlike the shallow sentiment of middle-class values that attempts to rationalize its own selfishness; unlike the rhetoric and dogma of the fanatical Left that is as alienating as it is alienated.

Yet some of us are looking for something more than empty words: like a freer world (which starts with each of us but does not end there); a more equal society (which starts with your most basic relations to anyone and everyone else); and especially the means to make it happen (which are as varied and as strong as those involved). Remember, it doesn't happen all by itself or all by yourself.

Interested in making it happen? even in some small way? Got a few ideas? or like to hear some of ours? Then come along (bring your lunch if you want) and let's talk about it. Open meeting.

Hallburton Room, Kings — (main bldg.)
12:00 Tuesday, April 3

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Resource Management leadership in Canada sadly lacking

by Ian Campbell

In recent months there has been increasing concern by many Canadians over the use of our natural wealth — notably over gas and oil. The shortage of energy in the United States has put tremendous pressure on Canada to increase sales of gas and oil to our Southern neighbour and has put our natural resources at a real premium.

Last September, four members of the Faculty of Law here at Dalhousie; Dean R. St. J. MacDonald, Q.C., Douglas M. Johnson, Ian A. McDougall, and Rowland J. H. Harrison, submitted a brief to the Nova Scotia representatives of the Canadian Council of Resource and Environment entitled **Economic Development with Environmental Security**. The brief comments on Canada's past performance in the development of energy resources; indicating by reference specific examples, that resource management leadership in Canada has been sadly lacking.

Examples of this lack of leadership are:

1) The Columbia-Kootenay — The Columbia River Treaty: The treaty entered into between Canada and the United States reflected the interest of British Columbia almost exclusively whereas further study might have indicated benefits from interprovincial use. As it turned out the interests of Alberta and Saskatchewan were totally disregarded.

2) Natural Gas Export: Long term commitments to export natural gas will in short mean that future industrial growth in areas such as Quebec and Ontario will have to be based on less efficient and, from the environmental point of view, more harmful fuels such as coal. Planning in this area has been so

bad that present export commitments are 1.1 trillion cubic feet in excess of known supply. In response the Alberta government initiated a two-price policy which now means Eastern Canadians will pay more for natural gas, in effect subsidizing the bad bargains made with US.

3) Nelson-Churchill and James Bay projects: Both power and water from these two mammoth projects are destined to go south of the Border. In addition, far too little study has been given to the long-term implications of the plans either by the Provinces involved, Manitoba and Quebec, or by the Federal Government at Ottawa. The ecological cost of either of these projects might be enough to deter proceeding with them, not to speak of the cost to the inhabitants of the area affected.

As the brief points out, a number of "lessons" are revealed by the cost of these cases. First of all, Canada has a long history of short-sighted resource developments. Secondly, development has been provincially initiated and little regard has been given to the national implications on the economy or the environment. Third, the United States has been almost sole beneficiary of the resource exploitation and, finally, lack of leadership from the Federal Parliament places the onus on the provinces to insure "optimal development."

The importance of the brief, especially to Nova Scotia, is its recognition of pitfalls and problem areas incurred by the rest of the country with respect to resource development. This may put those in charge of such development here on their guard. Of more import are the recommendations made by the Dalhousie team to insure that development in Nova Scotia does not leave us short-changed.

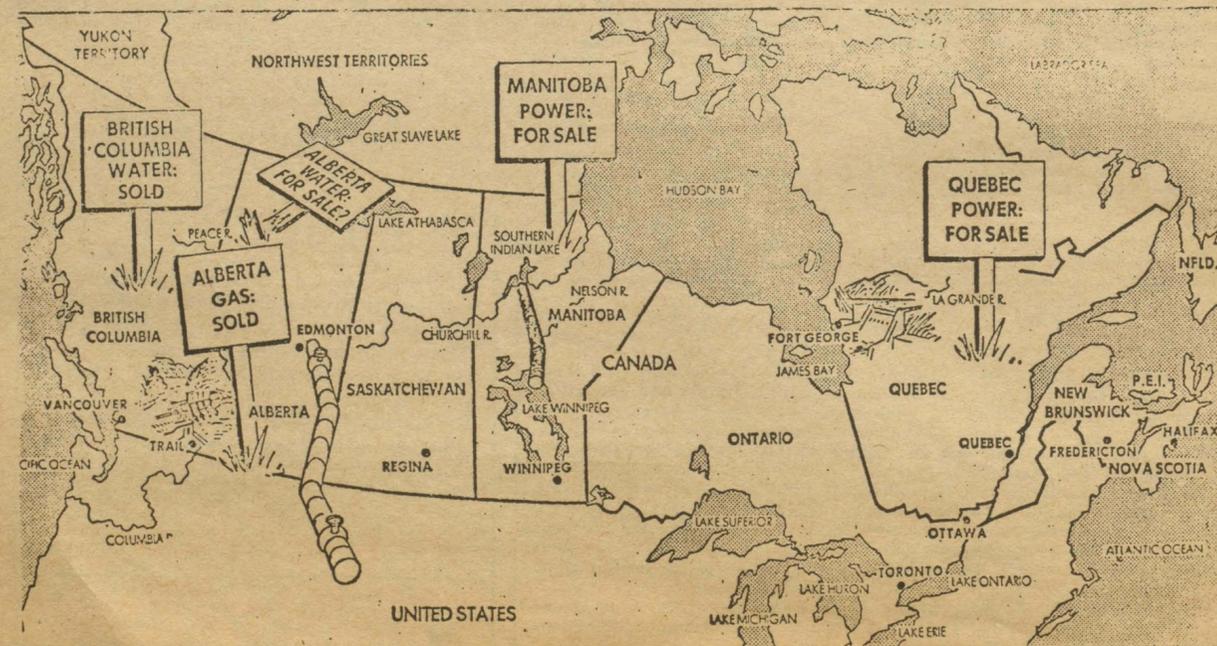
The brief points out cogently that a major difficulty in assessing any environmental effect of resource development projects in Nova Scotia is the lack of information on Government plans and intentions. For example, a study commissioned by the Nova Scotia government indicating the effects on employment by the discovery of oil and gas is unavailable for public scrutiny. In addition, no studies have been made public on the impact, either economic or environmental, of oil and gas exploration.

Two other proposals — the development of St. Margaret's Bay as a deep-water port and the establishment of an enriched uranium light water reactor at Stoddard's Island — remain closely guarded secrets of a select few at Province House.

The recommendations made by the Dalhousie group appear quite sound. It is unfortunate that the local news media did not take it upon itself to give the brief the publicity it deserves. Indeed, even our Toronto friend, Philip Sykes, writing in *The Toronto Star*, made little or no mention of the recommendations, preferring to emphasize the fact that we have sold ourselves down the "American drain."

The recommendations include education of the public and of professional environmental scientists and managers; an interdisciplinary program of research and study and programs of law reform.

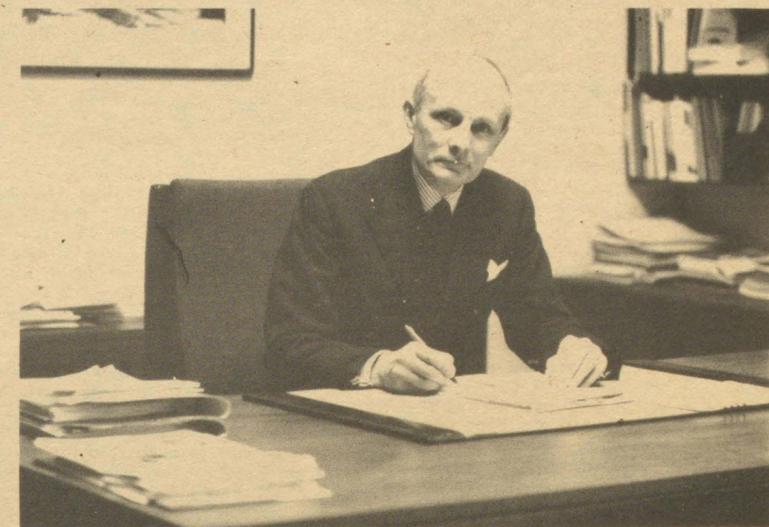
The most important recommendation is that of the establishment of a "Commission for Environmental Protection." The brief envisages this Commission as being independent of government, operating in the public interest, with public support.



Canada is losing out to the U.S. in the game of energy sales, according to a study made by four professors at Nova Scotia's Dalhousie University.

They point to dams built in B.C. to benefit the U.S., Alberta gas sales to the U.S. and power for the U.S.

users from Manitoba's Nelson River project and Quebec's James Bay hydro plant.



Dean R. St. J. MacDonald, one of the four members of Dalhousie's Law Faculty, who submitted a brief to the Canadian Council of Resource and Environment.

(michel comeau/dal photo)

The following is a description of the "Commission for Environmental Protection" recommended by the Dalhousie group.

1. Nature of the Agency

The proposed agency, which might be referred to as the "Commission for Environmental Protection," would be independent of government, operating with public funds in the public interest. It is believed that the structure, proposed below, need not depend on high levels of budgetary support, particularly if certain functions can be shared inter-provincially.

2. Composition of Commission

The Commission would be composed of a full-time Commissioner, a small full-time administrative staff, and a part-time Panel of Scientific Experts.

3. Functions of the Commissioner

- i) to encourage and promote the social and economic planning and development of Nova Scotia, in accordance with provincial, regional, national, and international policies for environmental protection;
- ii) to stimulate and develop environmental consciousness in all sectors of the community through the existing media of public information and the existing educational institutions in the province;
- iii) to maintain liaison with existing environmental councils, commissions, and other interested agencies in the Atlantic Region and in other parts of Canada with a view to coordination of their activities;
- iv) to consult regularly with industrial and related enterprises engaged in development projects that have immediate environmental implications for the local community;
- v) to sponsor conferences, workshops, seminars, integrated research projects, and related activities

in the field of environmental studies;

vi) to elicit disclosure of current and proposed development projects which should, in the Commissioner's view, have public scrutiny because of the potentially adverse environmental impact that they might have;

vii) to engage members of the Panel of Scientific Experts in studies of the probable environmental impact of such projects, when it seems desirable in the public interest;

viii) to publish the results of such studies;

ix) to receive and investigate complaints from the public concerning the potentially adverse environmental impact of existing and proposed enterprises, projects and related activities;

x) to hold public hearings on matters complained of, if preliminary staff investigations show them to be matters of serious and legitimate public concern;

xi) to explain to the public the Commission's position on current environmental issues and to discuss proposals for the treatment of environmental problems;

xii) to serve as a conciliator between parties involved in environmental disputes that need to be settled as swiftly as possible in the public interest;

xiii) to publish an Annual Report on the work of the Commissioner and his staff in the past year, with a summary of the findings, if any, by the Panel of Scientific Experts, and the Commissioner's recommendations, if any, for improvement of the work of the Commission and the treatment of environmental problems.

(Note: As the Commissioner's role becomes more widely acceptable, his functions may be expanded to include the making of recommendations on law reform and the participation, as amicus curiae or otherwise, in litigation against alleged violators of private or public environmental rights. As the Commission expands, it would become increasingly important to enter into cost sharing arrangements with other member provinces of the Atlantic Region or to coordinate these roles with national en-

vironmental commissions or councils. Regular meetings with governmental bodies like the Nova Scotia Environmental Control Council and non-governmental bodies like the Nova Scotia Resources Council would no doubt prove to be mutually beneficial, particularly on an inter-provincial basis, to evaluate such matters as the applicability to Nova Scotia and the Atlantic Region of environmental policy formulated at national and international levels.)

4. Rights of the Commissioner

i) to have access to information about private and public planning of development projects early enough and in sufficient detail to enable the Commissioner, his staff, and the Panel of Scientific Advisers to discharge their functions effectively in the public interest;

ii) to raise funds from private sources in order to sponsor conferences, workshops, seminars, integrated research projects, and related activities in the field of environmental studies;

iii) to attend meetings of the Nova Scotia Environmental Control Council and such agencies as are charged with responsibility for the planning of resource development.

5. Duties of the Commissioner

i) to ensure that information about current and proposed development projects disclosed to him or his staff is publicized early enough and in sufficient detail to enable the public to participate in the discussion of their environmental implications in advance of high cost expenditures on environmentally dangerous activities;

ii) to investigate public complaints and, if necessary, to respond to them, early enough to forestall, if possible, high cost expenditures on environmentally dangerous activities.

iii) to prepare an annual budget of estimated costs necessary to maintain the work of the Commissioner and his staff and to cover fees for the services of the members of the part-time Panel of Scientific Experts, and to account for expenditures in the previous year.

Grades are Degradating: The Case for Abolition

excerpted from *A Plan for College* by
David Bakan.

There are two reasons generally offered to legitimate the use of grades in a college program. The first is that the grading serves to enhance the quality of the educational experience. The second is that grades are essential advisory pieces of information in connection with future educational and vocational decisions. I will deal with these in turn.

If grades are to be considered to be of value in enhancing the quality of education, then the examinations on which they are characteristically based should appropriately measure what they presume to measure. There are numerous criticisms which may be cited to show that such grades based on conventional examinations are actually very poor indices of the relevant traits in the students.

The work in the field of psychometrics in psychology over the last few decades has revealed quite unambiguously that the task of measuring any psychological function is fraught with difficulties. Unless a test is carefully designed and repeatedly tested itself on different groups, re-designed on the basis of such experience with the test, often many times, it is very likely to be both unreliable and invalid. Reliability of a test is reflected in consistency in score by different graders and by administration to the student, say, in different versions, and getting consistent scores. Validity of a test is the degree to which it measures the traits it is presumed to measure, instead of reflecting fortuitous characteristics.

The Reliability of Testing

The making of a good test of any trait thus requires the repeated administration of the test to different groups. But *this can only be done properly if the security of the test is guaranteed; if, to put it bluntly, the students have not seen the test questions beforehand.* But in the case of an examination for a conventional course in a college, the test must be made afresh for the occasion, and thus necessarily must be of dubious reliability and validity. Professors who use the same test items over and over again, whereby the cumulative experience might make for greater reliability and validity in a certain "theoretical" sense, open themselves to having their test finding honoured places in well-kept files in fraternity houses or the quarters of enterprising black-marketeers in old tests.

The awareness of the possibility of grades on examinations being contaminated by the relationship between the professor and the student is well known; and indeed, in some places, there is the custom of making the identity of the student secret from the grader. How effective this latter strategy may be is an open question, but the prevalence of the strategy indicates the suspicion in which professors hold their grading practices.

To the best of my knowledge there exists no explicit and generally acceptable guide lines for the assignment of grades. The "curve" was developed some years ago by the psychologist Max Meyer as a way of making grades "objective." The "curve" provides for the assignment of grades in terms of relative performance of students, with a designated percentage getting A, another designated percentage getting B, etc. This atrocity, in minimal fairness, requires that there be a relatively large group of students all subjected to the same educational experiences and provided with the same educational opportunities. It systematically ignores variation from group to group. It assumes that the average of any one large group is identical to the average of any other large group. It assumes that the amount of variation among students in any large group is identical to the amount of variation among students in any other large group. It is systematically blind to the fact that the *quality of instruction varies.* Indeed, *one of the major defects of virtually every grading system is the attribution of variation in quality of performance to the student only, ignoring other factors which may be associated with the performance.*

The trend towards the increased use of "objective" examinations of the multiple-choice and true

false type has not abated. It has been the growing accompaniment of the use of large classes. Such examinations require an inordinately high degree of skill in their construction, for even moderately appropriate evaluation of students; and such skill is rare among college professors. The value of such tests as an educational experience is very doubtful; and they generate a vision of the use of knowledge which is quite inconsistent with many of the values that a liberal education should represent.

Grading and Cynicism

What effect does grading have on the very quality of the educational enterprise? Were a grading system reasonably reliable and valid it could give the student what psychologists have come to call "knowledge of results," information concerning learning efforts as a basis for improving them. The multiple choice examination can hardly do this. Grades on essay examinations, with their intrinsic unreliability, can hardly do this. If the professor were only the teacher and perhaps even a friendly critic, but not the judge, an examination of any kind might be the occasion for dialogue between them, and thus for the furtherance of the educational enterprise. But, when the professor is equally the judge, placing a grade on a permanent record, such dialogue between the student and the professor is cheapened and the advantage lost by the sensed possibility that they are merely haggling and bickering for ends quite outside the educational enterprise itself.

A grading system that is less than completely sound, which unfortunately is what they mostly are, tends to produce cynicism. Students are often brought to the cynical position of choosing "easy" courses; or they study what they "think will be on the exam." The students' awareness of the large part that chance plays makes him cynical of low grades and high ones as well. The cynicism is fed by the sense that the student has that the grade is assigned independent of the quality of the instruction. For every student is at least dimly aware of the possibility that he could have learned better with better instruction. Ideally, grades which compare one student with another might be meaningful if each student were to receive optimal instruction, which is rarely the case.

Examinations and grades have been defended as motivational devices, to motivate the student into greater effort and application, and hence higher levels of achievement. There is little question but that *sometimes* the pressure created by an anticipated examination has a positive effect in this manner. However, there is also good reason to believe that *sometimes* the effect of this pressure is in the opposite direction. As Cronbach has put it in his discussion of the possible negative effects of low grades in education, "The least painful way out of many difficulties is to stop trying" (Lee Cronbach, *Educational Psychology*, New York: Harcourt, Brace and Co., 1954, p. 528). Grades, instead of producing positive motivation, may create instead hopelessness, apathy, and cynicism. The world is filled with people who carry permanent and unnecessary psychological scars from their youthful experiences with grades and whose effectiveness as adults was made less rather than more. Whether, in balance, the effect of grade pressure is to increase the level of achievement rather than decrease it is quite open to question.

The Prof As Judge

Conventional grading systems work against true cooperation among students in the educational enterprise. When a student is given a grade in comparison with his fellow students, each student who might be superior to him is his "enemy." The professor who is burdened with the task of giving each of his students a separate grade is loathe to make assignments which involve genuine teamwork. In view of the fact that so much of the work of the modern world cannot be done without teamwork, the state of mind created by the grading system may handicap a student from performing effectively in later years.

Grades play a role, I believe, in the great contemporary crisis that exists between students and professors. Grades have come to play an extremely

important role in the last few decades in connection with admission to schools and admission to various career lines. With this growth of the significance of grades with respect to admission to educational opportunities, career, and even life or death in some cases as where grades were used for draft deferment, that which has played only a small role has taken on very great importance in the total educational enterprise.

If one agrees to this it is reasonable to drop the whole grading enterprise. Grading has outgrown its usefulness for its major function, which was to serve the education of the student. With this new power, exercised by the professor in his giving of grades, the professor is made less of the professional rendering educational services to the students and more the instrument of other agencies. Gradually and even insidiously the professor has been changed from serving students into a kind of personnel officer for other agencies. Frequently, grades are given not only in terms of the actual learning and performance of the student academically, but is influenced by the professor's judgement of the "suitability" of the person; for, say, a particular profession, sometimes based on ignoble motives that he or a professional group may have. Awareness of the way in which the increased judicial function; in this sense, of the college professor has come to interfere with his educational function has led, in some instances, to an effort towards the severe separation of the judicial function from the educational function as at the University of Chicago some years ago, in which a separate testing office was established. However, the experience of the last few years indicates rather strongly that the only way in which the educational function may be cleared of the corruption resulting from the exaggerated judicial functions is for the college to drop its judicial function in connection with the education of students.

The Abuse of Power

The modern student is often quite confused. He has come to regard his own freedom as an inalienable right. He has come, perhaps in his idealism, to expect the university to be both an agent and a locus for the fullest exercise of freedom. Yet he often finds himself bound by meaningless and mindlessly assigned educational chores which he is told he must fulfill. And much too often, instead of finding professors who allow themselves the freedom of thought that their position especially allows them, finds instead men bound by nameless insecurities and intimidations which are both self-created and mutually supported.

The clear awareness that the professor is no longer the student's "friend" anymore, that the professor is working as the agent of other interests than that of the student, combined with the increased necessity of winning the professor's good will in order to make career progress is, in my opinion, one of the major reasons for the rising bitterness of students the world over. When one person has such great power over another, the latter must have some recourse against incompetence and irresponsibility in the former's exercise of that power. If there is no such recourse available then at the very least the latter needs some assurance that the former is morally meticulous in his exercise of power. Recent events in the history of the world have too many times raised the question of such moral meticulousness, on the part of professors and administrators. Some of the latter have frankly admitted their lack of moral meticulousness on the grounds that they are "facing reality"; and that students would be well advised to warn about the nature of that "reality." The students have seen the abuse of power by their professors in the upgrading of students who accept the professor's ideologies and opinions, or those who flatter the professor, and the down-grading of the inquiring student for his "insolence." In a world in which grades were less consequential, such abuses of the power associated with the giving of grades were not important enough to be much of an issue. However, today, the only way in which this wedge which has been driven between professors and students, which has grown so large, can be removed, is by the professors completely abrogating the judicial function.

—reprinted from *The Peak*

Marks Motivate Students:

The Case for Retention of Grades

by Charles Crawford

The traditional grading system is under attack in universities and colleges all over North America. The validity of grades is being questioned because the average of assigned grades has been rising steadily for the past several years. In the United States the most frequent explanations for this trend include: better schooled students, poorer schooled students, liberalized curricula, uncertainty among instructors about the objectivity and validity of grading practices, an anti-authoritarianism which leads some instructors to match the "gentleman's" C of earlier decades with the anti-gentleman's B plus, a skillful use by students of pass/fail courses in order to avoid low grades.

Furthermore, the current recession in the market for university graduates has produced extreme competition among students for grades, particularly among those wishing to enter professions such as law and medicine, and there is considerable evidence that this competition has led to an increase in student cheating and sabotage of other students' work. If bright but dishonest students have an advantage in getting into professional schools what will the next generation of doctors, lawyers and teachers be like?

A major consequence of the criticisms of the traditional grading system has been the generation of uncertainty and confusion not only about the purpose and value of the grading system, but also about the purpose and value of higher education. Most of the suggestions for ameliorating the problems supposedly caused by the grading system involve major changes in the system. Many universities and colleges have adopted pass/fail system or some combination of the pass/fail and traditional systems.

The purpose of this article is to argue that these changes will not only not ameliorate the situation, but are based on a misconception of both the nature and purpose of both higher education and the grading system.

Educational Assumptions Underlying Proposed Changes

I believe that the following assumptions about the nature and purpose of education are at the basis of most of the recommendations for changes in the grading system:

1. Personal and social development of students is the primary function of a university education.
2. Grades interfere with the operation of the educational process.
3. Extensive changes in the grading system can be made without lowering the academic standards of the University.

Canadian universities have traditionally been concerned with the search for truth, the cognitive development of students, providing training for students wishing to master a particular discipline, and the transmission of world and western culture. Certainly personal development is a primary aim of universities, but the aspect of personal development that the university must be concerned with is development within the context of these functions of the university. There are many aspects of student's personal and social development, such as those associated with personal life and extracurricular activities, which are not only a major concern of the university, but should the university make them its concern, it would not possess the resources to adequately deal with them.

Individuals who promote the personal development view of education see the university as a kind of educational supermarket and the student as a sort of customer who can pick and choose what he wishes and ignore what he wishes. He should, therefore, not be punished by receiving a low grade if he decides not to do an assignment, to do it poorly, or to do something else instead, since he is to be rewarded in terms of personal and social development rather than in terms of the traditional values of the university.

The belief that the university should "develop the whole person" is based on a rather simplistic notion of human nature. Human organisms are sufficiently complex that no single institution, be it the school, the church or the family, has the resources to develop the whole person, or even contribute to the development of all parts of the whole person. Furthermore, in a democratic society, we may not wish to give primary responsibility for personal development to a single institution.

Students should have as much latitude in their choice of programs and courses as possible. They must have the right to choose their major, a majority of the courses within their major as well as the courses outside their major. Students, however, do not have the right to choose what they will learn within a specific course.

A course is the unit for development of cognitive skills and transmission of knowledge. And as such, the material in it is not there because of the personal whim of the instructor, but because he, as a scholar or scientist, as a specialist in his areas of competence, and as a representative of the academic community believes that it is necessary for the intellectual development of students. If, however, students have the right to choose what they will learn within a specific course, then the assignment of fine grades becomes very difficult and the adoption of some type of pass/fail grading system may be advisable.

If grades are one of the factors determining academic standards then what effect will a major change in the grading system such as the adoption of a pass/fail system have on standards? Since many instructors and students unfortunately perceive examinations and essays as mechanisms for assessing grades rather than as didactic devices to be used in conjunction with lectures and seminars for the development of cognitive skills, a major change in the grading system may have a serious effect on teaching practices and academic standards unless it is accompanied by a greater understanding of the nature of higher education by both faculty and students.

Individuals who accept the personal and social

development view of higher education often argue that grading interferes with the educational process since it discourages students taking courses in new areas of interest. For this reason, the proponents of this view, argue grading should be either eliminated or some type of pass/fail system should be introduced.

There may well be some students who are timid or insecure and who do not venture into new areas because of the fear of low grades. Granted that such students exist, two questions remain. First, how much would they benefit from a change in grading practices, and second, what would be the implications for higher education of eliminating grades or introducing some type of pass/fail course?

Although there are many reasons why a student might fear getting a low grade in a course in a new area, the most likely is that from past experience he has information which leads him to believe that he may not have high ability in that area. He may be acting wisely if he avoids the area. One of the fundamental assumptions underlying the personal and social development view of higher education is that there is at least one thing in which everyone can excel and hence that educational institutions must be structured so that he can discover "his thing."

Some people excel in mathematics, others excel in cooking. There are many people, however, who do not have the ability to excel in anything, and it is anti-human and repressive to convince them that they should continue to search until they find the one thing that they can excel in. The fact that an individual cannot excel in anything does not mean that he cannot be happy, that he cannot be a valued member of society, or that he can be treated unjustly or disrespectfully by his fellows.

The notion that the grading system should be overhauled in order to encourage students to explore new areas is based on the mistaken assumption that one can obtain a good understanding of a new area by sampling its content. Although different academic disciplines may deal with different content, what differentiates them is primarily their styles of reasoning and their basic operating assumptions.

Both the novelist and the psychologist study human behavior, their approaches differ greatly. It is difficult to learn the fundamentals of an academic discipline through a superficial sampling of its content. A student may pass first year calculus with a D or C by memorizing a few formulas and how to apply them, but has he really learned any mathematics? Changing the grading system in order to encourage students to explore new areas may interfere with the educational process since it is based on the assumption that creativity and cognitive development can be achieved through a superficial exploration of the content of many disciplines.

Grades have been given for many years in many universities and therefore they probably serve some important functions which should be examined before any changes in the present system are made. Grades perform some of the following functions:

1. They provide information to the student on how well he is succeeding within the system.
2. They provide external institutions with relatively objective and standardized measures of performance.
3. They provide a source of motivation for some students.
4. They provide information to the faculty on the quality of teaching.

All institutions and communities have certain goals and values. It is these goals and values that distinguish institutions and communities from aggregations of individuals. As an institution and a community, the university has not only the right, but the duty, to provide information to its members, the faculty and students, on how well its objectives are being achieved. Grades are one of the best mechanisms for providing such information.

For students, grades are primarily measures of how well they are functioning in terms of the goals and values of the university. They also provide a measure of how well an individual may function in some external institution, such as the civil service, or industry, to the extent that the external institution

Evaluation

All students in Arts and Science courses should be in class April 2 to 6. The Student's Council will be distributing a course evaluation form, through which students can express their views on course content, professors, facilities and other items, including the present grading system.

This material will form the basis for a counter-calendar to be sent to new and returning students in the fall. The calendar will provide inside information on courses and enable students to choose those most in line with their interests and goals.

Those dates are April 2 to 6. The council has invested \$3,400 in the project; with student support, the benefits can be enormous.

shares the values of the university. As such, grades are a valuable source of information that students can use in making decisions about their future.

Grades are a relatively objective reflection of the evaluation process which occurs in all societies. Can individuals living in a complex society such as ours afford to forego the information provided by grades? Furthermore, grades are one of the few formal evaluations that an individual receives in his entire life that is available to him, which he knows the basis of, and which he has the right to challenge. One never sees his credit rating, letters of reference are confidential, decisions on jobs and promotions are made behind closed doors, even spouses are not always candid.

Some individuals dislike the use of grades for selection and certification by external institutions such as government, industry and the professions. If this attitude is based on evidence that grades are poor predictors of success in these institutions then it is a legitimate attitude. If, however, it is based on a dislike of these institutions, as the willingness of many of these individuals to use grades for graduate school selection and the certification of physicians suggests, then it may not be quite so legitimate, and may in fact violate the academic freedom of the students wishing to enter these institutions.

Conceptualizing the grading system as a mechanism for providing information on how well the student is functioning in terms of the values and goals of the university provides perspective for understanding the use of grades. If another institution shares the values of the university then grades may be useful in predicting the performance of an individual in that institution. Many government, industrial and professional organizations, however, do not share all the values of the university and therefore grades may be a poor predictor of success in these organizations. There is, in fact, considerable evidence that grades are not good predictors of success in many organizations.

Some faculty and students decry the fact that grades help motivate some students; apparently on the grounds that a deep intrinsic interest in the material to be learned is the only legitimate source of motivating learning. Cannot grades be a legitimate source of motivation? Is it wrong for a student to work for a high grade because he believes that high grades are an indication that he has successfully mastered difficult material or developed intellectual skills?

Is it wrong for him to work for high achievement merely because he likes the letter A? Suppose four students all receive A's in a particular course. The first student was motivated by his intrinsic interest in the course. The second student was not very interested in the course, but worked hard to get an A because he believed it would help him advance to the presidency of the CPR. The third student disliked the course, but mastered the material because he believed it would help him smash the capitalistic system. The fourth student did not like the course either, but was motivated to get a high mark because his mother liked him to get A's. Does the university have the right to question the motivations of students for wanting high grades? There are probably as many reasons for students coming to university as there are students. I find the continual questioning of why students wish to get good grades and the accusation that they are desired for some kind of non-academic reason rather repressive and an unwarranted invasion of the student's privacy and his academic freedom.

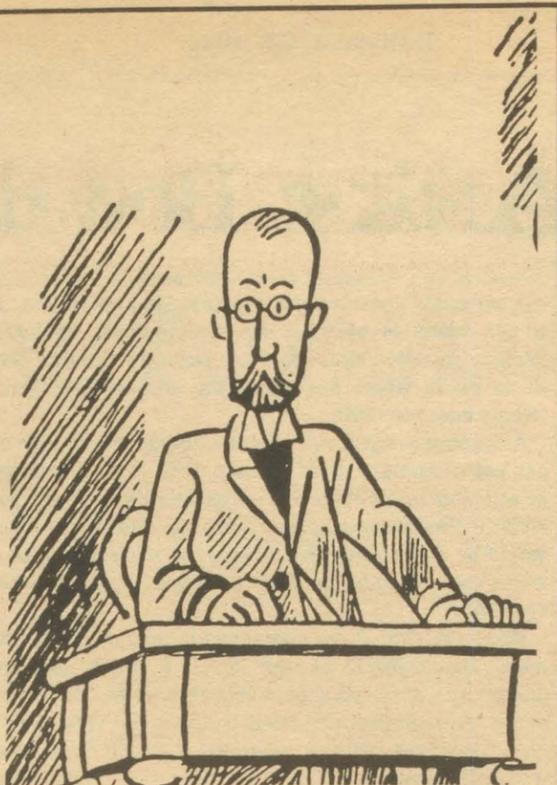
What is the significance of grades for faculty members? They provide information to faculty members on how well they are helping the university attain its objectives. If a faculty member gives many F's and D's then he knows that he must improve his teaching or the university must improve its student selection procedures. Accurate assignment of grades requires considerable student faculty interaction. Removing the pressure for student faculty contact that is now provided by the requirement that the faculty assign accurate grades may result in more teaching by teaching assistants and more time for faculty research unless that pressure is replaced by a philosophy of education that demands student-faculty interaction.

The Arguments Against Grades

There are, however, a number of arguments against the use of grades.

Some of the more important ones are:

1. Grades produce anxiety
2. Grades are impersonal
3. There is a great deal of gamemanship involved in grades
4. Grading produces a power relationship between students and faculty
5. Grades inhibit creativity
6. The grading system is a parody of our economic system.



The self-appointed guardians of academic standards are seeking to preserve a mythical status quo.

Grades do produce anxiety. However, anxiety in and of itself is not necessarily bad. There is considerable psychological evidence that individuals perform best under moderate anxiety. Quality of performance usually falls when anxiety is either very high or very low. There are, therefore, very few students who suffer greatly because of the anxiety produced by grades. Furthermore, it is possible that one of the functions of a university education is to teach students to function under anxiety. Such an ability is valuable to the scholar and physician as well as to the politician and revolutionary.

It is sometimes argued that there is a considerable amount of gamesmanship involved in getting grades. Personally, I doubt that gamesmanship affects grades very much. There is a myth among students which some faculty have also accepted that students who pay a lot of attention to the instructor get higher grades. I doubt it.

Most instructors do their best to give grades on the basis of the ideas and work of students. Students who have few ideas, who do little work and who also spend a lot of time talking to professors rarely get high grades. The gamesmanship argument is currently one of the most important justifications for changing the present system. If considerable gamesmanship is involved in the determination of grades then the problem is with the faculty and not with the grading system.

Another argument against grades is that they are impersonal and therefore somehow do not reflect the true state of ability and knowledge of the student. Although grades may be impersonal, the process for assigning them need not be impersonal and may be an evaluation of an intense intellectual relationship between two people. Eliminating impersonal grades will not make the university more humane unless the faculty and students develop an appropriate philosophy of education. Individuals who object to the impersonality of grades usually argue that written summaries of a student's performance and letters of reference are better measures of a student's true ability. However, if we were concerned about the gamesmanship involved in getting the relatively objective letter grades, should we not also be concerned about the gamesmanship that will undoubtedly become involved in getting the relatively subjective written reports and letters of reference.

Grades are relatively objective summaries of performance and are not meant to say all there is to say about a student. For many purposes they must be supplemented with other information such as that provided in letters of reference. But since they are relatively objective they are much easier for a student to challenge than are written summaries and letters of reference.

One of the most popular, current arguments against grading is that they produce a power relationship between faculty and students which prevents the development of authentic relationships between faculty and students and hence interferes with the learning process. It is true that there is a kind of power relationship between faculty and students. However, this relationship is caused primarily by the fact that information and ability are sources of power rather than that grades are a source of power.

Eliminating grades will not change the power relationship between the faculty and students so long as learning is based on a two-way transmission

of information and faculty have more information and ability than students.

Another argument against grades is that they stifle creativity. It does not follow, however, that removing grades will suddenly make many students creative who are not now creative. Although much is known about developing convergent thinking, little is known about developing divergent thinking. Unfortunately, even less is known about developing the productive combination of both types of thinking that provide the basis for much creativity. It is also possible that some of the individuals who argue that grading inhibits creativity are confusing idiosyncrasy with creativity. In any case, the argument should be directed against the basis of grades and not against grades themselves.

The last argument about grades that is discussed here is that the grading system is a kind of parody of our economic system. There are three areas of student activity, academic, personal and organizational, among which the student must divide his time and effort. It can be argued that grades provide a kind of currency, not unlike money, which determines how much time and effort a student can invest in each of these areas or in particular aspects of each area.

One of the arguments against such a system can be paraphrased as follows: Many people in our society are unhappy. We live in a capitalist, competitive society therefore capitalism and competition must make people unhappy. Anything at the basis of this society such as money, economic man and the grading system must be bad and if possible should be eliminated. Another argument which has a better logical basis is that grades are the currency of the university and tend to dominate all aspects of student life and thereby make the university unnecessarily repressive. If such a state of affairs actually exists then the university should decide if it can be ameliorated without destroying the values of the university.

Accepting a "currency" view of grades does not necessarily imply, however, that the grading system should be drastically overhauled. Grades can be conceptualized as valuable information that students can use in making many kinds of decisions.

Changing the grading system will not solve many of the current problems in higher education. It will, however, allow pseudo-liberal administrators and teachers to convince themselves that they have not only solved some major problems but have liberalized education as well. The result should be at least another decade of complacency.

Some Suggestions

Many of the evils attributed to the grading system would disappear if the purpose and function of the grading system were fully understood. There are steps that universities and colleges could take that would not only increase student, faculty and community understanding of grades, but would alleviate some of their more negative effects without lowering academic standards. For example, the university might:

1. Use the traditional grading system, but allow students the option of having a pass/fail transcript sent to external, non-educational, institutions.
2. Provide a pass/fail option for students who have completed two years with a B average.
3. Allow students to take their first two years on a pass/fail system, give them a diploma in arts or science at the end of two years, but require them to write a comprehensive examination to be admitted to the last two years of the degree program.

Since grades are merely measures of how well a student has adjusted to the values and goals of the university they should not be routinely provided to non-education organizations. Furthermore, a student has the right to determine what information is sent to non-educational institutions. Once a student has shown that he can function adequately in terms of the values of the university there is little need for him to receive final grades and he should be given the option of taking his last two years on a pass/fail system. The third suggestion makes a pass/fail option available to students in their first two years while providing a mechanism for protecting academic standards.

The diploma in arts or science that is given at the end of two years should not be considered as the "booby prize" for those who cannot go on for the degree, but as recognition that a university student acquires many valuable attitudes and skill through participation in extracurricular activities and student life. Many of these attitudes and skills may be as valuable for the aspiring executive or journalist as A's in accounting and English literature. The implementation of these three suggestions should alleviate most of the problems caused by the misuse of the grading system as well as fostering a better understanding of higher education and the grading system by faculty, students and the community.

—reprinted from The Peak

A Teacher Asks: How do I really grade?

The following article, by Dave Tabakow, originally appeared in the quarterly education journal *This Magazine is About Schools*. Mr. Tabakow teaches English Literature at Vanier College, an English CEGEP in Montreal. The Campus publishes *How Do I Really Grade?* with his permission.

By DAVID TABAKOW

The other day a colleague and I were sitting around the English Office feeling rather depressed, so we started talking about how we grade papers. That is, we started talking about how we really grade papers as opposed to our theories about the matter. This is a subject that teachers normally shy away from thinking about — with good reason. That way lies madness, or at least the kind of moroseness that inspired this article.

When I first started thinking about my grading, one of the more disturbing things I noticed was the way in which my perceptions change as I mark papers. I start with a certain level of insight about a particular work and, of course, judge the papers on the basis of what I know. But as I read paper after paper about the same work, naturally I pick up the insights offered in each essay.

Now no one paper may add very much to my store, but it is a safe assumption that when I have read fifteen student essays on the same subject my understanding of the work is invariably considerably greater than it was when I started grading. When I mark the sixteenth paper I am quick to notice any point from all the previous papers which is not included and to accordingly penalize the writer for his superficial understanding. By the twenty-fifth paper I know even more and things are even tougher for the writer of number twenty-six.

You see the point. The sooner I grade a paper the higher the mark is likely to be, because I don't know as much and consequently don't have as high standards at the beginning as I do later. Now you can simply tell me to be careful and to catch myself each time I fall into this pattern, but that just doesn't work.

To catch yourself requires that you monitor yourself, and as any elementary psychology text will tell you, human beings are rather poor monitors. They are even poorer than usual when they are tired, which brings me to another point.

When I decided to write about grading I kept a record of my reactions to the papers I was marking at the time. I suspected that the more papers I graded on a given day, the more harsh and irritated would become my reaction to each succeeding essay. Surprisingly enough, this doesn't seem to be what actually happened. I found that as the day progressed I had less and less reaction of any kind to the papers. After I've graded twenty essays I have no interest in anything except getting rid of the pile of papers in front of me, and the more essays I grade the fewer comments of any sort I put on them.

Actually, all my comments, especially those at the end of the essay, tend to be pretty formulaic anyway. If the paper gets a high grade, I first say something about it being good, mention one point that should have been talked about more, and again say that the paper was good.

An actual example: "In general, a good paper. I think you could have explained more the nature of Mersault's revelation that he must control his own life and how this revelation relates to Camus' views, but your paper demonstrates a good understanding of the novel."

If it is a bad essay, I'm a little more explicit about what's wrong, but I don't give any suggestions as to how to improve things. For example: "This paper is underdeveloped. It seems that you are primarily interested in why the tradition of the lottery was allowed to continue, but you really didn't get into the subject very deeply."

Perhaps even as I have presented each problem you have been able to immediately suggest a solution to it. I could eliminate the problem of grading consecutive papers on the same subject with increasing harshness by simply reading through all the papers once before I graded any of them. Similarly, the solution to the problems caused by grading too many papers the same day is to not grade too many papers the same day.

And the comments on the papers can be made more meaningful by considering each paper in more detail and expanding the scope of my remarks. All of these suggestions have merit, but if you teach you already know what's wrong with them. There just isn't time. I simply could not get my work done if I were to grade papers in anything but a cursory fashion. The idea that I

can seriously consider and evaluate 150 papers four, five or six times in half a year is ridiculous. An hour is certainly not an unreasonable amount of time to devote to an essay which has taken the student five, ten, or twenty hours to write.

Assuming a norm of 150 students, spending one hour per paper would require grading 35 to 40 hours per week in addition to all the other responsibilities of teaching. Even if this herculean task were physically possible, it would be psychologically unwise. At a certain point one would once more be back in the too-many-papers-per-day syndrome.

What's left? Shall we give fewer papers but grade them more thoroughly? At the level I teach (1st year university), students should probably write a short essay every week or two, say twenty during the year. Four or five essays are just not sufficient to teach them how to write effectively.

If all this seems pretty grim, there's worse to follow. All of the problems I have raised thus far stem from the fact that I have too many papers to grade to be able to grade them well. But as I will try to make clear, there are many disagreeable aspects to grading that would remain even if I had only one paper to grade.

I have observed that although I'm always displeased to find a long paper (more work) I very rarely give it a really low grade, and although I'm always pleased to find a short paper I very rarely give it a really high grade. I have another "rule" which I'm generally not consciously aware of. I give a "B" to anything I don't understand unless it's exceptionally poorly written, in which case I fail it, or exceptionally well written, in which case I give it an "A" and desperately look for one point I can criticize as a justification for not giving the paper an "A."

Thinking it over, I realize that by far the most important criterion of my grading is writing style. By that I mean that the smoother your transitions, the more flowing your syntax, the more urbane your diction, the higher will be your grade, almost regardless of content. I (unconsciously, of course) make the assumption that everyone who writes well understands literature well (which may even be true), and vice versa (which most certainly is not true).

Is there any connective factor in all these grading problems? It seems to me that there is. My first reaction to all papers is self-defense. I try to protect myself so that no authority can criticize me for my grading. Of course, it is always easier to justify a low mark on a short paper rather than on a long one. And it's always good to give a fairly high mark to what I don't understand, just to be on the safe side.

I think the subconsciousness mental processes at work here are revealed most clearly when I consider my reactions to writing style. No student who expresses himself poorly ever gets a good grade from me.

There is a very simple reason for this. As soon as I see sentences which are syntactically obscure or grammatically incorrect, I decide the writer is stupid and therefore I don't really pay much attention to what

he's saying since it obviously isn't going to be any good. I am afraid of the personal consequences for myself of my work, so the idea that I might give a poor mark to a good paper and have my incompetence revealed is a recurring nightmare. In fact, when a good student complains because he feels his grade on an essay was too low, I find the whole situation extremely threatening.

Now whatever else it signifies, writing ability is clearly related to general verbal ability, and, in general, people who write well are likely to also speak well. Ergo, people who write well are to be feared in any verbal encounter so it is safest not to give them low grades. On the other hand, if I give a low mark to a student who writes poorly, it is unlikely that he will be able to make a very effective case against me to the authorities. It is as simple as that.

Well, perhaps you feel that the answer to the set of problems I have posed is my personal psychotherapy. As a result of various insecurities, inadequacies, etc., I am simply not capable of the objectivity required in teaching. When I first began teaching I did, in fact, feel very strongly that this was the case. However, as time has passed my feelings have modified, because over and over again, I have been pleasantly surprised to find that my grading is much in line with everyone else's.

That is, my colleagues and I are usually in general agreement as to what grade a particular essay deserves. Now there seems to be a remarkable coincidence here if other teachers grade essentially on content and I grade on style. Either I'm a better grader than I think I am or they're worse. I suspect that it's the latter.

I suspect that every English teacher grades essentially on style. I have absolutely no way of proving this. I am only certain it is true. I am certain it is true because it seems to me that it follows from the nature of the task. The task of grading, judging someone else, is very anxiety producing. The idea that I can judge what you have learned, what took place inside your head during the last six months is an absurdity.

But there it is — A, B, C, D, or F the university demands. I suspect that secretly none of us really feel up to it, and that's reasonable enough because no one except the student himself can possibly judge the quality of what is finally an intensely personal experience. Playing God tends to make us, as I said, anxious, and to bring out feelings of insecurity and inadequacy.

So we react in some of the ways I have discussed earlier. Again I point out that all of this is usually subconscious, and the teacher knows only that the subject of grading papers is one he doesn't care to think or talk about too much.

Let us suppose that all I have been saying is true. It should be clear that without fundamental changes in the whole concept of education and the teacher's function, very little can be done to alleviate these conditions. Then what are we to do? The only suggestion that I can make is that perhaps we should tell our students the basis on which we really grade their papers. But I don't think I have the nerve to.

Refinements in grading system recommended

A proposed banning of courses with nonstandard grading procedures, brought before Senate Council March 5, has now been referred to the Committee on Studies and the Committee on Curriculum.

A motion to reconsider the

matter was defeated at the March 20 meeting of the Faculty of Arts and Science. History 100 professors Crook and Godfrey voted against the motion to reconsider. They are now building a case to present to the committees.

Resource Management leadership in Canada sadly lacking

by Ian Campbell

In recent months there has been increasing concern by many Canadians over the use of our natural wealth — notably over gas and oil. The shortage of energy in the United States has put tremendous pressure on Canada to increase sales of gas and oil to our Southern neighbour and has put our natural resources at a real premium.

Last September, four members of the Faculty of Law here at Dalhousie; Dean R. St. J. MacDonald, Q.C., Douglas M. Johnson, Ian A. McDougall, and Rowland J. H. Harrison, submitted a brief to the Nova Scotia representatives of the Canadian Council of Resource and Environment entitled **Economic Development with Environmental Security**. The brief comments on Canada's past performance in the development of energy resources; indicating by reference specific examples, that resource management leadership in Canada has been sadly lacking.

Examples of this lack of leadership are:

1) The Columbia-Kootenay — The Columbia River Treaty: The treaty entered into between Canada and the United States reflected the interest of British Columbia almost exclusively whereas further study might have indicated benefits from interprovincial use. As it turned out the interests of Alberta and Saskatchewan were totally disregarded.

2) Natural Gas Export: Long term commitments to export natural gas will in short mean that future industrial growth in areas such as Quebec and Ontario will have to be based on less efficient and, from the environmental point of view, more harmful fuels such as coal. Planning in this area has been so

bad that present export commitments are 1.1 trillion cubic feet in excess of known supply. In response the Alberta government initiated a two-price policy which now means Eastern Canadians will pay more for natural gas, in effect subsidizing the bad bargains made with US.

3) Nelson-Churchill and James Bay projects: Both power and water from these two mammoth projects are destined to go south of the Border. In addition, far too little study has been given to the long-term implications of the plans either by the Provinces involved, Manitoba and Quebec, or by the Federal Government at Ottawa. The ecological cost of either of these projects might be enough to deter proceeding with them, not to speak of the cost to the inhabitants of the area affected.

As the brief points out, a number of "lessons" are revealed by the cost of these cases. First of all, Canada has a long history of short-sighted resource developments. Secondly, development has been provincially initiated and little regard has been given to the national implications on the economy or the environment. Third, the United States has been almost sole beneficiary of the resource exploitation and, finally, lack of leadership from the Federal Parliament places the onus on the provinces to insure "optimal development."

The importance of the brief, especially to Nova Scotia, is its recognition of pitfalls and problem areas incurred by the rest of the country with respect to resource development. This may put those in charge of such development here on their guard. Of more import are the recommendations made by the Dalhousie team to insure that development in Nova Scotia does not leave us short-changed.

The brief points out cogently that a major difficulty in assessing any environmental effect of resource development projects in Nova Scotia is the lack of information on Government plans and intentions. For example, a study commissioned by the Nova Scotia government indicating the effects on employment by the discovery of oil and gas is unavailable for public scrutiny. In addition, no studies have been made public on the impact, either economic or environmental, of oil and gas exploration.

Two other proposals — the development of St. Margaret's Bay as a deep-water port and the establishment of an enriched uranium light water reactor at Stoddard's Island — remain closely guarded secrets of a select few at Province House.

The recommendations made by the Dalhousie group appear quite sound. It is unfortunate that the local news media did not take it upon itself to give the brief the publicity it deserves. Indeed, even our Toronto friend, Philip Sykes, writing in The Toronto Star, made little or no mention of the recommendations, preferring to emphasize the fact that we have sold ourselves down the "American drain."

The recommendations include education of the public and of professional environmental scientists and managers; an interdisciplinary program of research and study and programs of law reform.

The most important recommendation is that of the establishment of a "Commission for Environmental Protection." The brief envisages this Commission as being independent of government, operating in the public interest, with public support.



Dean R. St. J. MacDonald, one of the four members of Dalhousie's Law Faculty, who submitted a brief to the Canadian Council of Resource and Environment.

The following is a description of the "Commission for Environmental Protection" recommended by the Dalhousie group.

1. Nature of the Agency

The proposed agency, which might be referred to as the "Commission for Environmental Protection," would be independent of government, operating with public funds in the public interest. It is believed that the structure, proposed below, need not depend on high levels of budgetary support, particularly if certain functions can be shared inter-provincially.

2. Composition of Commission

The Commission would be composed of a full-time Commissioner, a small full-time administrative staff, and a part-time Panel of Scientific Experts.

3. Functions of the Commissioner

- i) to encourage and promote the social and economic planning and development of Nova Scotia, in accordance with provincial, regional, national, and international policies for environmental protection;
- ii) to stimulate and develop environmental consciousness in all sectors of the community through the existing media of public information and the existing educational institutions in the province;
- iii) to maintain liaison with existing environmental councils, commissions, and other interested agencies in the Atlantic Region and in other parts of Canada with a view to coordination of their activities;
- iv) to consult regularly with industrial and related enterprises engaged in development projects that have immediate environmental implications for the local community;
- v) to sponsor conferences, workshops, seminars, integrated research projects, and related activities

in the field of environmental studies;

vi) to elicit disclosure of current and proposed development projects which should, in the Commissioner's view, have public scrutiny because of the potentially adverse environmental impact that they might have;

vii) to engage members of the Panel of Scientific Experts in studies of the probable environmental impact of such projects, when it seems desirable in the public interest;

viii) to publish the results of such studies;

ix) to receive and investigate complaints from the public concerning the potentially adverse environmental impact of existing and proposed enterprises, projects and related activities;

x) to hold public hearings on matters complained of, if preliminary staff investigations show them to be matters of serious and legitimate public concern;

xi) to explain to the public the Commission's position on current environmental issues and to discuss proposals for the treatment of environmental problems;

xii) to serve as a conciliator between parties involved in environmental disputes that need to be settled as swiftly as possible in the public interest;

xiii) to publish an Annual Report on the work of the Commissioner and his staff in the past year, with a summary of the findings, if any, by the Panel of Scientific Experts, and the Commissioner's recommendations, if any, for improvement of the work of the Commission and the treatment of environmental problems.

(Note: As the Commissioner's role becomes more widely acceptable, his functions may be expanded to include the making of recommendations on law reform and the participation, as amicus curiae or otherwise, in litigation against alleged violators of private or public environmental rights. As the Commission expands, it would become increasingly important to enter into cost sharing arrangements with other member provinces of the Atlantic Region or to coordinate these roles with national en-

vironmental commissions or councils. Regular meetings with governmental bodies like the Nova Scotia Environmental Control Council and non-governmental bodies like the Nova Scotia Resources Council would no doubt prove to be mutually beneficial, particularly on an inter-provincial basis, to evaluate such matters as the applicability to Nova Scotia and the Atlantic Region of environmental policy formulated at national and international levels.)

4. Rights of the Commissioner

i) to have access to information about private and public planning of development projects early enough and in sufficient detail to enable the Commissioner, his staff, and the Panel of Scientific Advisers to discharge their functions effectively in the public interest;

ii) to raise funds from private sources in order to sponsor conferences, workshops, seminars, integrated research projects, and related activities in the field of environmental studies;

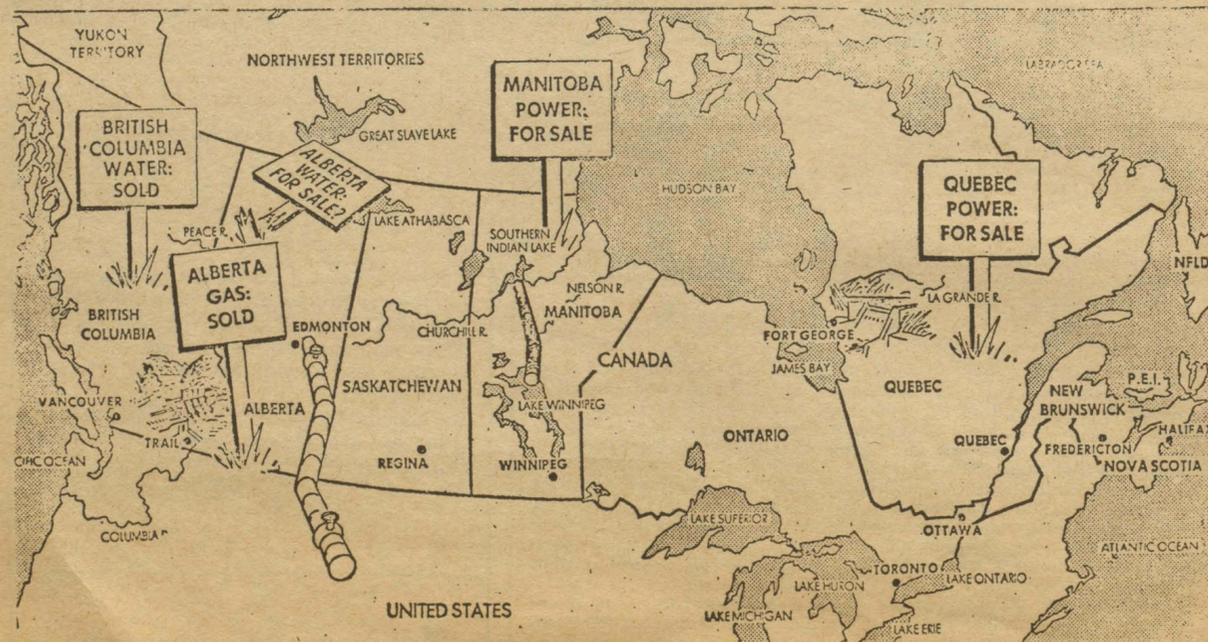
iii) to attend meetings of the Nova Scotia Environmental Control Council and such agencies as are charged with responsibility for the planning of resource development.

5. Duties of the Commissioner

i) to ensure that information about current and proposed development projects disclosed to him or his staff is publicized early enough and in sufficient detail to enable the public to participate in the discussion of their environmental implications in advance of high cost expenditures on environmentally dangerous activities;

ii) to investigate public complaints and, if necessary, to respond to them, early enough to forestall, if possible, high cost expenditures on environmentally dangerous activities.

iii) to prepare an annual budget of estimated costs necessary to maintain the work of the Commissioner and his staff and to cover fees for the services of the members of the part-time Panel of Scientific Experts, and to account for expenditures in the previous year.



Canada is losing out to the U.S. in the game of energy sales, according to a study made by four professors at Nova Scotia's Dalhousie University.

They point to dams built in B.C. to benefit the U.S., Alberta gas sales to the U.S. and power for the U.S.

users from Manitoba's Nelson River project and Quebec's James Bay hydro plant.

Exposé du Mythe de feminite

par Patricia Dingle

LE MYTHE DE FEMINITE

Pour supprimer un groupe quelconque qui ne diffère pas d'une manière significative de tel ou tel autre groupe, à ce dernier il faut une soisdisant "rationalisme" pour justifier cette oppression. Ainsi s'élèvent des mythologies d'infériorité ent concues par un groupe au sujet d'un autre groupe. Pire encore que le fait du croyance en ces mythes par le groupe exploitateur qui les ont établis, est la possibilité que le groupe exploité commence, lui à son tour, à croire dans le mensonge. Les noirs n'ont commencé à se libérer qu'au moment où ils ont pu se débarrasser du mythe d'infériorité qui aidait tellement à les enchaîner. Il en est de même avec le mythe de feminite, un des mythes d'infériorité le plus vieux et le plus répandu — dès que la femme est censé d'être forme d'un des côtés d'Adam, elle a été enfoulé d'un mythe de feminite, qui base sur son "inferiorite" l'emprisonne dans des rôles et des situations qui sont secon-

dares et en effet, vraiment inférieurs. Regardons un peu ce mythe de feminite qui est si important pour enfermer la femme dans des situations in-supportables.

Considerons les connotations du mot "feminine" — faible, docile, peu intelligente, tres sentimental et tres peu rationnel, et qui utilise des moyens tortueux — tous termes exprimant un mépris. La vérité est beaucoup differente. Un etre féminin, bien qu'elle ne soit pas capable d'une puissance égale à celle d'un homme en ce qui concerne l'emploi d'un pouvoir instantané, est plus dure à la tatique que tout home. (Voir sa longevite relative a l'homme.)

Quant à sa docilite, c'est le produit d'une longue education où elle a dû bien apprendre à rester passive — avec une telle combinaison d'education et socialisation tout homme serait également passif. L'intelligence et sentimentalisme sont donnés en égales portions aux hommes et aux femmes. L'emploi des moyens détournés rend un homme savant en affaires tandis

qu'une femme qui les emploie est méprisable. Ainsi ces aspects du mythe de feminite sont tapissés des mensonges et quasi-vérités.

Maintenant un coup d'oeil sur les archetypes offerts aux femmes. D'abord la dame — de jouer a l'innocente qui n'est guere capable de ni intelligence ni sexualite et qui n'est du tout capable d'agressivité... une vie banale, mais tout à fait correcte selon la société. Puis la putain, qui n'est qu'une machine à vice... pas exactement une vie qui vous lance des défis intellectuels... La plupart des

hommes craignent une femme intelligente et la considerent sinon un *lusus naturae*, moins qu'une femme. Une "vraie femme" a a choisir: ou naïvete ou sexualite mais jamais l'intelligence.

On me dira: "Mais les femmes n'ont pas besoin de suivre ces exemples..." Donc je réponds-certés, on n'a nullement besoin de les suivre, mais les suivre ou non, la femme doit vivre avec ces rôles, car il est nécessaire qu'elle désabuse certains gens de l'idée qu'elle suit ces rôles. Et pire encore, pendant que ces

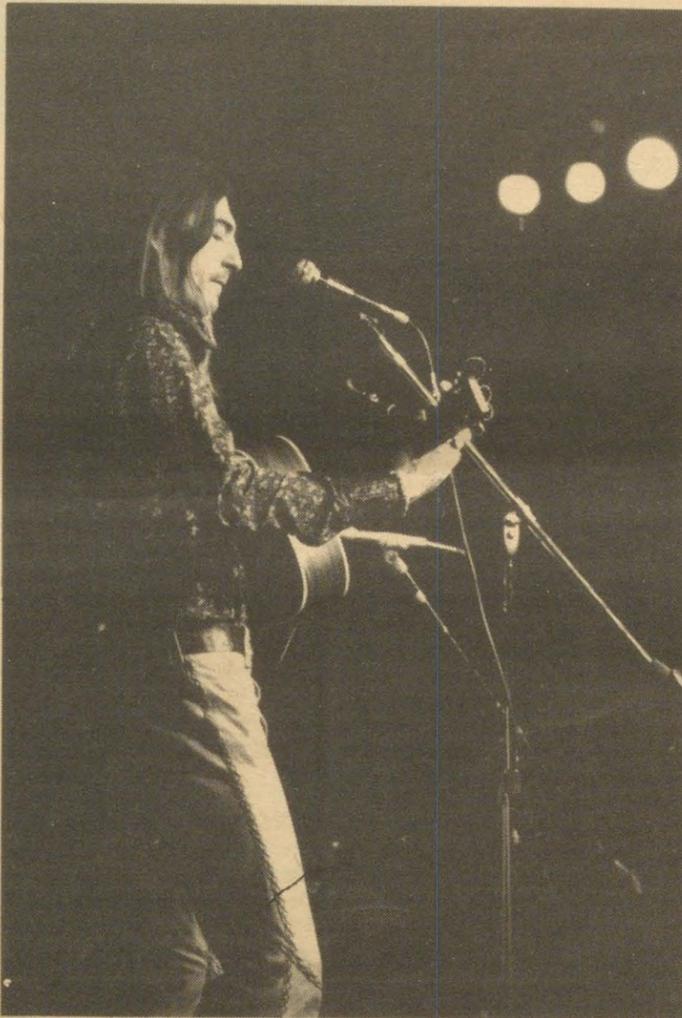
archetypes vivent, il y aura des femmes qui les deviendront et vivront éternellement prisonnières d'un quasi-vérité-elles n'auront jamais l'occasion de devenir plus que des demi-personnes.

Donc, on n'est guere surpris quand les feministes ardents, ayant réagies violamment contre cette notion de feminite qui ne donne à la femme qu'une position d'infériorité, ont commencé à traiter les hommes de la même manière pour que ce jeu de mythologies puisse "écraser l'infame" ou lieu d'écraser la femme...

Chris Kearney funky

by Martin Felsky

Last Saturday night Dalhousie students were entertained by Christopher Kearney and Pemican, one of the best groups to hit campus this year. This group has a little more spunk than Valdy of Perth County and a lot more feeling than the usual show-band servings Entertainment provides. The band proved to be made up of surprisingly competent musicians. They put on a loose, easy show of country rock that fit in well with the Pup Stop mood, and when they finished the small crowd that was there called for more. The group will be around town for another week, so any one who missed them Saturday should try to catch them before they leave.



Christopher Kearney (photo by Dick Kennedy/Dal photo)

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D+ — comprehensive news package

Dal Radio to try new program

by Dave Snow

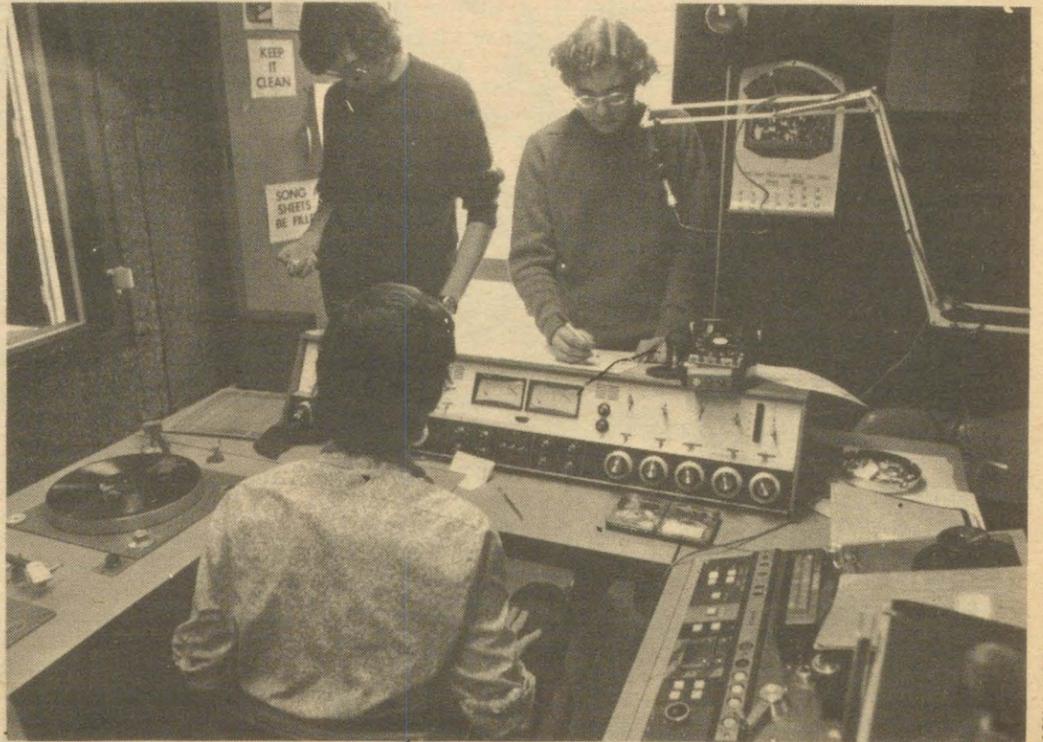
Since the end of March, the Dal Radio News and Public Affairs department has been broadcasting the first serious attempt at formatted news coverage in recent years. A new programme called D+ (for Dalhousie plus) has begun what has hoped to be a long running, comprehensive, and acknowledged news package. Heard presently three times a week the programme is designed in such a way as to permit more of a sense of immediacy than other attempts at News and Public affairs programming.

The best aspect of the program is its format. Each D+ show is half an hour in length. However D+ comprises many different segments ranging from thirty seconds to seven minutes in length. A D+ staffer knows far in advance that he or

she is responsible to fill a particular slot, and has a fair amount of time in which to either file a story or get another staffer to work on the slot.

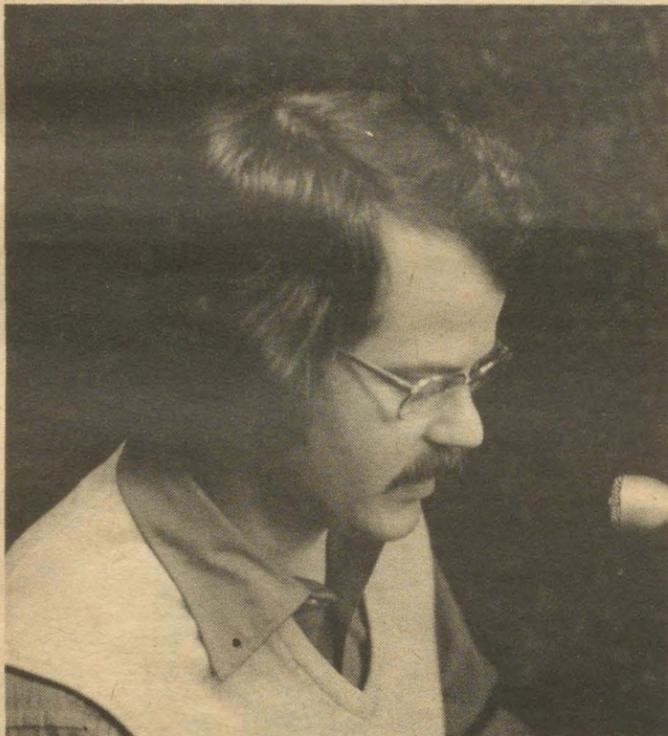
Since Dal Radio staff are primarily students and not eight hour a day news men, the idea of the formatted show has given them the opportunity of planning D+ to run once a day five days a week, even during exams. It is much easier to prepare two minutes a week than half an hour a month or even every two months. Radio can also train anyone in a short time to do all the work necessary to fully produce one of the segments.

D+ is a comprehensible news package. The present staff are efficient hard working, and respected students on campus. Douglas Barrett is the host of D+, a position which requires not only a talent for ad-libbing,



Peter Clarke/Dal Photo

Dal Radio is beginning a new program called D+.



(peter clarke/dal photo)

Douglas Barrett, the host and co-producer of D+

but also a good knowledge of the technical aspects of news and public affairs broadcasting. His job is to introduce each of the segments of the program in order to tie in the various themes to produce a whole. As host, he also has the responsibilities of interviewing various personalities on short warning. As co-producer he also must assign the slots each week and keep close control over the staffers assigned to him.

The show features Joan Mackeigan, Les McCurdy and Dave Ryan on news; Doug Wavrock on sports, Darryl Grey and Tristan Coffin as engineers as well as contributors, and Pierre LeGault as director. Some of those names will be familiar to you if not, they soon will be.

Everybody mentioned has a common job. That job is to keep their eyes and ears open for possible stories, features of items of interest. Until radio can achieve its goal, which is to be first in everyone's mind as a

Dalhousie information medium, all the staff have to work extra hard. One of the reasons why Dal Radio has not had as fine an image as it deserves is because a concept as simple, yet as technically complex as a news service has always been lacking. It all adds up to this: if you want to know who, what, when, where and how, then listen to D+. If you want to discover more about this school, and want to let everyone know

about it, then drop to radio's offices on the fourth floor. D+ is only the beginning of a new form of news broadcasting for Dal Radio. What follows depends mostly on the type of reaction they get from the listeners.

The show is on Mondays at 2:30, Wednesdays at 6:00 and Thursdays at 3:30. But radio has the mechanics to be ready to bring you up to date on the latest issues at any time.

AROUND HALIFAX

FRIDAY, MARCH 30

The Wade Brothers, Grawood Lounge. Admission \$1.00. If, 10:00 p.m., Rebecca Cohn Auditorium. Reg. \$1.50, stu. \$1.00, members \$1.00, 50 cents.

SATURDAY, MARCH 31

We're No Angels, 7:00 p.m.; Play It Again Sam, 9:00 p.m., Rebecca Cohn Auditorium. Reg. \$1.50, stu. \$1.00, members \$1.00, 50 cents.

SUNDAY, APRIL 1

Atlantic Symphony 'Pops', guest artist Marjorie Mitchell, 8:30 p.m., Rebecca Cohn Auditorium.

TUESDAY, APRIL 3

Civilisation No. 13, Heroic Materialism, 12:10 p.m., Room 406, Dal Arts Centre. Free admission.

THURSDAY, APRIL 5

When We Dead Awaken, 8:30, Sir James Dunn Theatre. Free Admission.

FRIDAY, APRIL 6

The Summoning of Everyman, 8:30 p.m., Rebecca Cohn Auditorium. Reg. \$4.00, 3.00, Stu. \$3.00, 2.00.

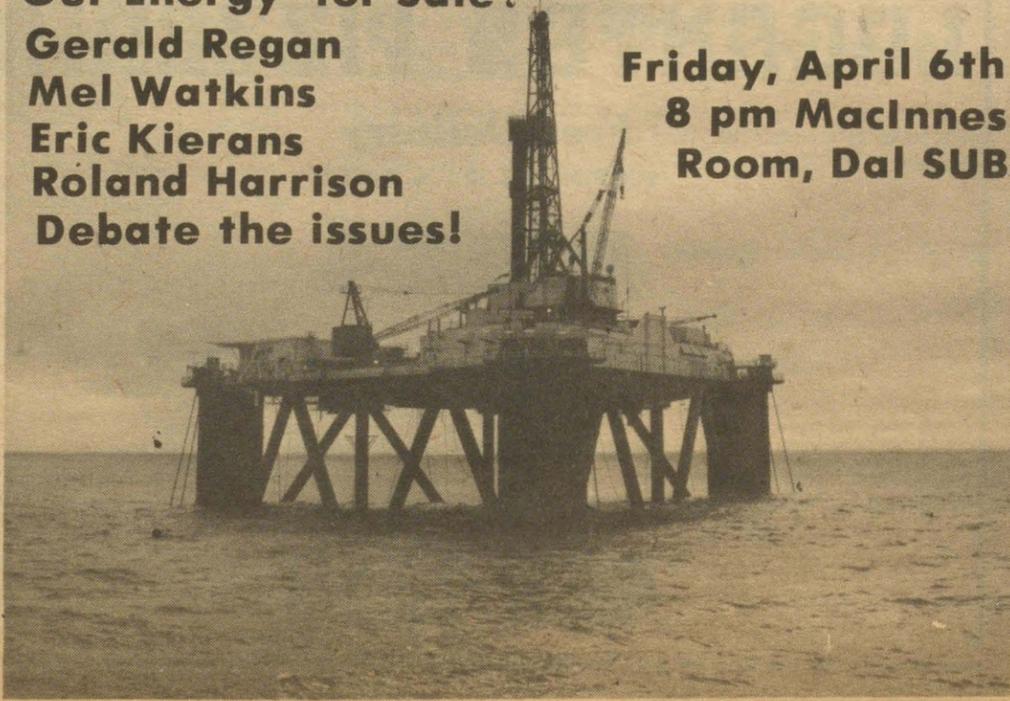
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"Everyman" opera to open April 6th

The austere dramatic powers of "Everyman" are no less real and persuasive to modern audiences than they were to audiences of the fifteenth century. The personified abstractions which are the play's characters speak to us as we speak to ourselves, in the realization that the struggle for the soul of man is keener, is less

an abstraction, than ever it was before. Everyman's confusion and shattered values are our own.

The Opera begins with God's lament for the ways of men. He perceives that man has forgotten his Creator and resolves to call Everyman to him and to have an account of his life. Death is summoned and

commanded to bring Everyman to God's judgement. Everyman, who is wealthy and powerful, at first attempts to defy Death's command and then, realizing the greater power of Death, attempts to buy more time with his vast wealth, and is finally reduced to begging for time to make his account clean before God's judgement.

Death's single concession is that anyone who wishes may accompany Everyman on the final journey. They must realize that for them, as for Everyman,

there will be no return.

The Devil knowing the sins of Everyman, waits confidently for his soul, intoning "Timor mortis conurbat me." And the grace of God is most desperately required.

"The Summoning of Everyman" is a new opera written by the Canadian composer, Charles Wilson with libretto by Eugene Benson. Their first collaboration "Heloise and Abelarde" will be performed in the fall of 1973 by the Canadian Opera Company.

The Dalhousie production of "The Summoning of Everyman", a world premiere, will be directed by Philip May, and stars one of Canada's leading tenors, Garnet Brooks, in the role of Everyman.

Performances will take place in the Rebecca Cohn Auditorium on April 6th, 7th, and 8th, all at 8:30 p.m. Tickets are \$4 and \$3 for the general public and \$3 and \$2 for students.



Pier One play lacking

Pier One Theatre opened John Osborne's once-controversial play "Look Back in Anger" on the evening of March 21st.

In it a very angry young man manages to take out his frustrations against the world upon his wife, his best friend, and his mistress. His ravings are those of an arrogant madman. None the less, his friend remains loyal to him, his wife returns to him after having fled from his rantings, and his mistress feels profoundly sympathetic toward him. The play, however neglects to show the audience just why this happens.

The British origin of the play was completely played down by the director of this presentation, Michael Ardenne. This made it lose, for me anyway, most of the meaning that the author tried to give it.

Despite my disappointment in the loss of message, the acting in the play must be commended. John Dunsworth was very convincing as the raving Jimmy Porter. His wife was handled touchingly by a sensitive actress Linda Dean. The first two acts were somewhat awkwardly handled by the mistress, Sarie Jenkins, but her performance in the third Act made up for her initial flaws.

In view of this acting ability, and the relatively good production work, it is a shame that the play was not the success I had expected. The potential was wasted.



John Dunsworth and Linda Dean.

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Perth County Conspiracy pleasing

by Cathy Blackburn

It may not be a conspiracy, but it works. Perth County achieved the impossible — on Wednesday, March 21st, they had 800 Dal students sitting relaxed in the McInnes Room and singing together. It was a "take your shoes off and stay awhile" atmosphere, and everyone did. Relaxed on the floor, peaceful and close to those around us, we lay back and enjoyed the music.

The concert started late and there were ticket hassles, but the tension eased when the group wandered on and invited us to join in the opening song. The same refrain closed the evening, swelling more strongly and happily from the audience — a result of the good feelings we'd shared during the evening.

The music is gentle and home-grown; all written by Perth County people. It celebrates life and love and the land. Social comment is pointed but not harsh. Somehow the general spirit remains hopeful.

Songs were interspersed occasionally with instrumental

numbers. Judy on piano and flute and Jeremy on the drums sounded their finest in these pieces. Bob and Richard are the lead singers, alternating solos with an erratic dialogue that was sometimes annoying rather than amusing.

The people on stage — Penny dancing in the background, the baby Raphael — all enjoyed each other and the music so much that the audience responds. But this performance lacked an ebullience, a joyousness that we've experienced elsewhere. In Toronto and in London, (both admittedly much closer to Perth County, Ontario) there were probably thirty people involved. They danced through the crowd, lit candles, and made the contact personal. Here at Dal the audience was expecting a performance rather than an experience; so there was too much expected of the too few people on stage. Almost all the music was new to this audience — only one old favourite from their two LP's Still, it was a unique and en-



(peter clarke/dal photo)

Perth County Conspiracy at Dal

joyable way to celebrate the first day of spring.

Perth County no longer records for "Kolumbia". They

have cut an LP on their own called "Rumour II". It is mostly in-concert recordings from their recent western tour.

It will be available for \$3 at Saturday's concert at King's College.

Shaw's Candida coming

Andrew Downie, whom TV buffs will remember from "Dr. Finlay's Casebook," is directing Neptune's production of "Candida," which opened March 29. The show is designed by Maurice Strike, who did "Lool" for Neptune earlier this season.

Andrew Downie started his career by winning two bursaries: the first one took him from his native Edinburgh to London to study acting and singing at the Royal College of Music for three years; the second was a French Government bursary which enabled him to study acting in Paris under Georges Wague. He played leading roles for Tyrone Guthrie at four consecutive Edinburgh Festivals and was offered a regular contract with the Glasgow Citizen's Theatre, which lasted until he was asked to play in the London production of Benjamin Britten's "Let's Make An Opera."

Guthrie also invited him to

Canada to play the tenor lead in "HMS Pinafore" at the Stratford Festival in Ontario. This led to three summers doing Gilbert and Sullivan at Stratford and for the CBC. Since then, he has been back as a guest director at the Opera School in Toronto. In 1972 he was opera director at the School of Fine Arts in Banff, Alberta, where he will be returning in June of this year.

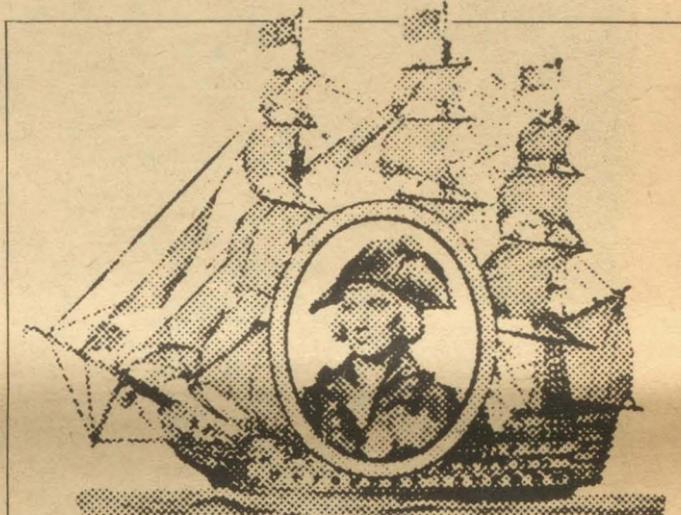
Downie is currently working as an advisor to the Royal Shakespeare Company in England.

Joan Gregson, one of the original members of the Neptune Company in 1963, plays the title role. Gregson is recognized as one of the most accomplished actresses in Canada. The late

Nathan Cohen called her one of the three best actresses in the country, along with Kate Reid and Frances Hyland.

Miss Gregson's most recent triumph was as Beatrice in Goldoni's "The Servant of Two Masters" at Neptune in 1971, where she replaced Tedde Moore, who collapsed during the opening night's performance.

She is also known for her many years as a member of "The Gillans" — a popular daily programme about the Maritime farm family on CBC Radio for a number of years. She was also a member of the Neptune company that took "The Sleeping Bag" to Expo in 1967, and across the country on a Festival Canada tour.



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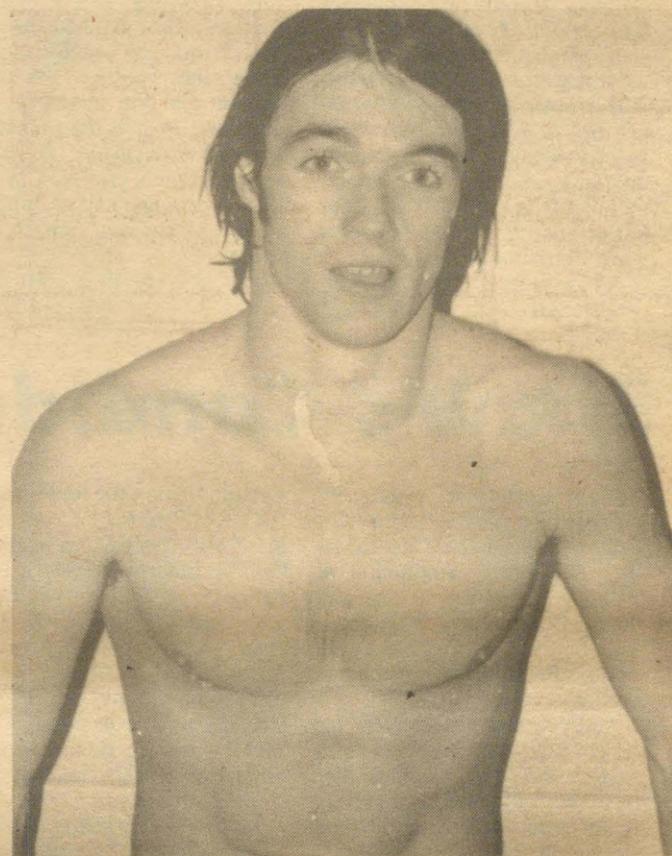


Gail McFall — Most Valuable Swimmer

Dalhousie swimmers established themselves during the 1972-73 collegiate season as a team to be reckoned with both in the Atlantic Conference and at the National level.

In the A.I.A.A./A.W.I.A.A. Swimming and Diving Championships the Dal Men's squad were runners up, improving from last seasons four place spot, and the Women's team again placed third behind U.N.B. and Acadia but with an increase in points total.

Resulting from the Conference championships six Dalhousie Swim Team members, Kathy Armstrong, Gail McFall, Donna Sutcliffe, Robin Brickenden, Peter Guildford and John March represented the A.I.A.A./A.W.I.A.A. in the C.I.A.U./C.W.I.A.U. National Championships at Calgary where they placed in a total of seven finals. Most outstanding for Dalhousie were Peter Guildford and John March who were both named to the All-Canadian Team. Of the twenty-four competing Colleges and Universities the Dal Mens Team finished seventh and the Women's Team fourteenth in Canada.



John March — Most Valuable Swimmer

In their dual meet season the much improved Men's Team reversed their 71-72 record of 2-6 to finish the season 6-2. The Women's Squad too showed up well in dual meets to post a 3-5 season after a winless record last season.

During the past season no fewer than eighteen of the thirty Dalhousie team records were

broken and rebroken to rewrite the record books.

The Dal swimmers are looking forward to another very competitive season in 1973-74 as few team members will be graduating. One who will be is Women's Captain Anne Gass whose cheerful enthusiasm and dedication will be missed after four years with the team.

The University season is not yet quite over however for the F.I.S.U. World Student Games are to be held in Moscow, U.S.S.R. in August and several Dalhousie swimmers will be working hard this summer to earn a place on the Canadian Universities Team that travels to Russia.

SWIMMING RECORDS

WOMEN			
EVENT	HOLDER	TIME	YEAR
50 Freestyle	Leah Hull	29.4	1972
100 Freestyle	Wendy Lacusta	1:02.6	1972
200 Freestyle	Anne Gass	2:30.31	1971
500 Freestyle	Anne Gass	6:59.57	1971
1000 Freestyle	Anne Gass	15:04.1	1973
1650 Freestyle	VACANT		
100 Backstroke	Olenka Gorazdowska	1:11.0	1968
200 Backstroke	Gail McFall	2:48.0	1972
100 Breaststroke	Gail McFall	1:17.6	1973
200 Breaststroke	Gail McFall	2:50.8	1973
100 Butterfly	Wendy Lacusta	1:10.2	1972
200 Butterfly	Kathy Armstrong	3:07.2	1973
200 Indiv. Medley	Wendy Lacusta	2:35.3	1972
400 Indiv. Medley	Patsy Newman	7:15.14	1971
400 Medley Relay	Gail McFall Kathy Armstrong Wendy Lacusta Leah Hull	4:59.8	1972
400 Freestyle Relay	Leah Hull Gail McFall Anne Gass Shawna Perlin	4:37.3	1972

MEN			
EVENT	HOLDER	TIME	YEAR
50 Freestyle	Jack Smith	24.0	1968
100 Freestyle	John March	50.0	1973
200 Freestyle	John March	1:50.7	1973
500 Freestyle	Peter Guildford	5:05.0	1973
1000 Freestyle	Jeff Kirby	13:30.4	1972
1650 Freestyle	VACANT		
100 Backstroke	John March	57.4	1971
200 Backstroke	John March	2:05.4	1973
100 Breaststroke	Jack Smith	1:05.0	1968
200 Breaststroke	Jack Smith	2:24.6	1968
100 Butterfly	John March	54.9	1973
200 Butterfly	John March	2:01.7	1973
200 Indiv. Medley	John March	2:07.3	1973
400 Indiv. Medley	John March	4:40.9	1973
400 Medley Relay	J. March R. Brickenden K. Ross P. March	4:03.9	1973
400 Freestyle Relay	R. Brickenden P. March S. Cann P. Guildford	3:33.8	1973

Dal Rugby needs you

by Joel MacDonald

The Rugby Season in Nova Scotia starts early this year. Dal's Club will be playing by May 5 in the Halifax Seven-a-Side Tournament which could advance them to a match in Ontario if all goes well. After the tournament the summer season begins, and takes on an international flair as teams from British, French, and New Zealand ships are often in port and anxious for a match. The summer season ends in July and the regular season begins in fall.

I have often heard it said "it takes leather balls to play Rugby" to which I can only retort, "yes, they are a little bigger than a football." That mulling mass of mud covered

humanity you might have the chance to see writhing about a football field are engaged in a contest, not only to win but to have fun.

You the reader are probably at best skeptical at this point. You are probably wondering what special skills do I need; am I good enough to play, will I get injured? Well, to answer those question I can only call upon my experience in this league (6 years). Before 1967 I had never seen a rugby ball. After a few sessions even I knew the fundamentals. I even got to carry the ball. Dal's Club has been fortunate in the past years to be able to enter two teams in the league. That means 30 people get a chance to play in every scheduled game. Also there are many times when

other commitments by players give extra players a chance to play on a regular rotating basis. So if you are interested in playing you will play. As far as injuries are concerned of course there are some; they are mostly aching muscles and minor bruises that your wife or girlfriend point out to you the next day.

With that brief introduction to rugby, I would like to extend to each of you who are interested in learning a new game and having a good time, an invitation to join our Club. For any information please call or see Joel MacDonald, 469-3352 or Tim Milligan 423-5229. Remember, we have the balls for you to play with; they are in the equipment room at the gym.

Sports of Sorts

by Joel Fournier

Around about this time every year copy for the sports pages of college newspapers tends to get a little thin. In an attempt to fill the gap created by the completion of most of the winter sports, I've put together a little quiz designed to test the reader's knowledge of just what has gone on in the Sports World.

Now I realize that with a Physical Education school on campus any orthodox quiz that I could make up would be of no challenge whatsoever to the keen "jocks" that abound on the campus. So in place of the run-of-the-mill "sport quiz" I've come up with one that should be of interest to all true sports at Dalhousie.

If you score 8-10 right, run to the Psychology Dept.

If you manage 5-7 right, you get 2 free tickets to Sunday Brunch at Howe Hall

If you guess 1-4 correctly, you get to write editorials for the Gazette

If you score less than 1, proceed to the Grawood Lounge on Friday afternoons where you're bound to improve your mind. QUESTION: 1. Who holds the record for throwing a 5 pound building brick the farthest distance?

2. What is the greatest number of stories achieved in building houses of cards? HINT: less than 80.

3. What is the world's record for rope quoit throwing in an unbroken sequence?

4. What is the highest recorded number of smoke rings formed from a single pull of a cigarette?

5. What is the longest recorded duration for balancing on one foot?

6. What is the lowest height for a bar under which a clothed limbo

dancer has passed?

7. Who jointly hold the record for the longest fresh egg and dessert spoon race? What was the distance?

8. In what city was the world face-slapping contest held in 1931, and how long did it last?

9. What English team holds the overall distance record in Leap Frogging? How many leaps did it take them to cover their distance?

10. Who was the world's fastest Psychiatrist? How many patients did he treat in a day? Special Bonus Question for future Arts grads. Who pulled the biggest welfare swindle in the history of the modern world? How did he do it?

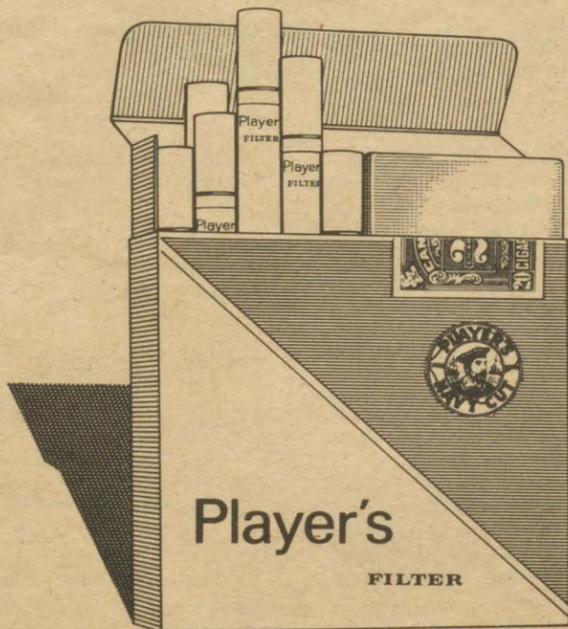
All answers to the above questions have been varified by a panel of erudite judges who took time out from their busy jobs in Ottawa to contribute to this very worthwhile project.

- ANSWERS: 1. Robert Gardner, 135'8" July 18, 1970
 2. R. F. Gompers, 34 stories, 7 packs, May 3, 1971
 3. Bill Irby Sr. 4,002 1968
 4. Robert Reynard, 86, January 1, 1972
 5. Olof Hedlund, 5 1/2 hours, February 3, 1972
 6. Teresa Marquis, 6 1/2" April 15, 1971 (35-24-36)
 7. David Smith and Peter Dilley, 20 miles July 27, 1969
 8. Keiv, U.S.R., 30 hours 1931
 9. International Budo Assoc., 40 miles, 6,764 leaps, March 25, 1972
 10. Dr. Albert L. Weiner, 50 patients per day, specialized in muscle relaxants. Convicted in 1961 of 12 counts of manslaughter from using unsterilized needles.
 Answer to "Special Bonus Question" — Anthony Moreno, on the French Social Security System. Haul worth \$6,440,000.
 For the answer to how he did it, send two dollars in old bills to "TIME OF YOUR LIFE", care of Sports Desk, Dalhousie Gazette.



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Wheelin' around



by Charlie Moore

Over the past two years, despite a great increase in automobile population, Australia's highway death rate has been steadily declining. This is interesting because Australia has not adopted the "crashproof tank" style of safety legislation which has failed to make much of a dent in the fatality rate here in North America.

Unlike the Ralph Nader inspired 5 M.P.H. bumpers, warning buzzers, and heavily padded interiors etc., forced upon us by the American government, Australia has merely introduced two sensible laws; the compulsory use of seatbelts by all passengers, and the lowering of the legal limit for blood-alcohol content to 0.05 (versus our 0.08).

While the American government continues to insist that all new cars be equipped with the controversial and probably dangerous airbags by 1976, Australia has intelligently legislated the utilization of a crash restraint system which most cars already have installed. The system has been thoroughly tested in actual crash situations, and is more effective in all types of crashes than the airbag.

It is obvious that our laws are much too lenient, as at least 50 percent of highway deaths are still directly attributable to alcohol. Part of our problem here is lack of efficient enforcement, but stiffer laws would still be nothing but a step forward. It seems to me that it

would be infinitely more intelligent to attack the traffic safety problem in the same manner that Australia has done rather than putting us all in underpowered padded cells as the American Government seems determined to do.

One bright note is that the new boss of the U.S. Department of Transport is reputed to be an automotive enthusiast. His name is Claude S. Brinegar and he is a vice-president of Union Oil of California and is also on the Board of Directors of the Daytona International Speedway. A Porsche owner, Mr. Brinegar will be quite a change from John Volpe who was

former head of the D.O.T. and a supporter of the Ralph Nader school of thought pertaining to auto safety.

Since Brinegar's appointment, the pace of new legislation has slowed considerably at the D.O.T., and some of the new legislation which has gone through actually makes sense, such as the exemption of small carmakers (less than 1000 units per year) from most of the smog/safety legislation. The possibility of having to meet these regulations had threatened to bankrupt several of these small manufacturers.

If you don't like the looks of

the 1973 cars with their protruding bumpers, you will probably like the 1974's even less. Protection requirements for bumpers will be increased for 1974, so the bumpers are going to be bigger and heavier. Bumper height is also required to be uniform next year regardless of car size so effectively everything from Cadillacs to Volkswagens must have their bumpers at the same height, an interesting challenge for the stylists.

It is possible that 1973 will be the last year that it will be possible to buy a half-decent new car for some time. In the next three years at least, cars

are going to get progressively heavier, slower, less economical, bulkier, uglier and harder to drive. Up to now, smog and safety legislation has crept up on us and changes to automobiles have been so slow that they have been hardly noticed. However, the 1974, '75 and '76 models promise to be so miserable that it is hard to imagine no great consumer outcry. The curator of one major U.S. transportation museum has recently bought a large stock of 1972 cars because he believes that '72 was the last good year for cars, period! Get them while they last folks, and keep wheelin'.



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Mondays 12:30

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