

The Picaro

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MT. ST. VINCENT UNIVERSITY

HALIFAX, NOVA SCOTIA

Thursday, Feb. 26



Mary Martin

Presidential Candidate

I wish to speak to you on what I see as the function of the President within our union. The chief function of the Presidency, aside from the executive duties of administration and leadership, is initiation. And this initiation of ideas must always strive toward building the awareness of students of their necessary commitment to their community whether it be: international (Biafra, pollution, Viet Nam); national (poverty, housing, indigenous peoples); regional or municipal (here, racial problems, regional underdevelopment, Maritime Union).

But we must not think commitment means "outside" the university, because the university is right here, in the midst of all the tumult. Some would have

you think of the university as somewhat isolate, a "community of scholars" which ought not to involve itself directly in the community. This is not so. We, as students, are citizens, and must exercise this right and duty. And the first place to begin is in "our own back yard."

A university truly committed to a democratic society must first become democratic; a university dedicated to a just and equal society must first concern itself with the inherent economic disabilities of a large segment of our population, and therefore with universal accessibility; a university committed to serving the society in which it exists -- and which supports it financially -- must first come to terms with the problems of that society -- in our case: again, regional disparity and Maritime political union, as well as Canadian nationalism versus American cultural, political and economic domination, Quebec separatism, the fact that those who pay the most for universities out of their taxes are those whose children do not normally have as much opportunity to attend university.

All these issues, and many more, are the concern of students individually and collectively. As students in this University we must press for more specifically oriented Canadian content courses, for economic courses on regional disparity, for sociology courses specific to the so-called "poverty syndrome," and so on. To do this we must move more and more toward student participation in curriculum content, course content, in the choice of professors, and significantly, the reading material and methods of learning.

These specific issues are important, for they relate the way a university functions, and therefore serves or is committed to the community as whole.

These are my concerns: the progress of the university toward an effective commitment in society; the commitment of students to this progress. If elected President, these will be the core of my decisions and action.

Peace,
Mary Martin

Cathy Selby

Executive VP Candidate

The executive vice president on Council is the assistant to the president, and in her absence performs her work.

I am running in this election as Mary Martin's executive Vice President. I am running on Mary Martin's platform which I fully support and agree with.

As executive vice president I become a member of the Board of Governors. I strongly believe in students holding office on the universities' governing bodies. I will encourage the establishment of a restructuring committee to examine the possibility of more students on such bodies.

The executive vice president is automatically a member of the Disciplinary Board. A re-examination of the Resident's students council is the responsibility of the Executive Vice president's office and is the first piece of major legislation I intend to purpose to the full council.

STUDENTS AS I SEE THEM IN THEIR COMMUNITY

As students we all have a responsibility to ourselves and to our society to get the best education we can. The greatest part of this education comes from being concerned, becoming involved and making ourselves heard. PARTICIPATION is very important. If we work toward membership and participation in the university and the betterment of the university community as a whole, then and only then are we fulfilling the part we must play here, and that part is one of contribution not self absorption. We do this by holding membership on the University governing bodies, by running for offices in the union, by participating in the activities of the union and the university. Let's work TOGETHER for the betterment of our university Community.

PARTICIPATE! GET INVOLVED!

Louise Comeau

Internal VP Candidate

Last year I was Cultural Affairs Co-Ordinator on the Students' Council. I feel that I have gained a working knowledge of how Council works and what its priorities should be. I would like to see faculties, classes and clubs initiate activities that will spur interest into the Student's Union. On account of the experience I have acquired and because I am willing to give of my time, I am running for the position of Internal Vice-President.



Su Sainsbury

External VP Candidate

Hi! As you probably know by now, the position I am running for is External Vice President. This position involves an "act or liaison" between the Student Union and organizations or unions in which the Student Union may hold membership.

My energies as External V.P. will be directed toward --

1. a closer co-operation between Dalhousie and the Mount
2. the reorganization of an Atlantic Federation of Students' Councils.

My main objective will be to make the 'external' the 'internal' - you, the student, being internal' and all affairs pertaining to this university and other universities, being the external.

Student participation is essential for action. Our university cannot succeed as an 'action' university unless - you, the students, participate i.e. express your opinions, your views and your thoughts.

PARTICIPATE! COMMUNICATE! ACTIVATE!



Nettie Isaacs

External VP Candidate

It is my belief that with a strong, unified student council, much could be accomplished in the future academic year. I feel confident and capable of helping with the council to plan for these much-needed reforms.

In the past year I think I have proved myself worthy and able to handle the position for which I am running, External Vice-President. I stand firm for the demands of the students and will not hesitate to act in my boundary for what I am capable of achieving.

As far as experience goes, I have attended conferences at P.E.I. and Fredericton. Working with the staff of the Picaro and serving as representative of the Boarders' Council and on the Students' Council as New Student Representative, I feel I have some concept of the demands of the students within the university environment.

In conclusion I would like to say that with your help and your confidence, I feel I can live up to the expectations and high standards of the position I am hoping to achieve. We ALL must participate to make this a reality. If I am to be both representative and responsible to you the students then we must strive together to place the Student's Council in a perspective different from that of previous years.



Nancy Baglole

Academic VP Candidate

I visualize the vice-presidency as a resource position in which the Students' Council does not necessarily have or want legislative power. I would like to see an attempt made to make a partnership between students and professors which would therefore make education important, intensive, and meaningful to them.

I foresee course unions as being one of the top priorities of the academic vice-president. It is through these unions I will provide the students with the human and material resources necessary to do the work in their departments. By doing this student interest and participation will help them in their major.

The first piece of legislation I would like to propose if elected would be the establishment of a Student Union Committee on academic matters. The first purpose of the committee would be to examine various alternatives to the present class system. Our university president, Sister Catherine Wallace, has already outlined publicly, her idea of a tutorial system. This being such an important change at our university, would have to be seriously studied by the students.

Also as Academic Vice-President, I would also be connected with the senate, which plays a vital part in making decisions that affect our university life.

I would like to say then, that unless you make your views known at all times and not just through elections, then the Student Council will not be able to function as it should -- as a representative body of the students.

OUR PROFESSORS . . .

How do they rate as salesmen?

It is possible for students to make such a value judgement about their professors? Is the technique of the professor, the type of material he is teaching, and the interaction between the material, the professor, and the students, of any relevance to the learning process?

To assess such a statement with credibility it is necessary to look into each professor's individual philosophy of education. Because there are always two sides to the barricade, we must decide whether our university education is geared to producing technocrats or humanists or a blend of the two.

In the attempt to either prove or disprove this fact that the professor can be viewed as a 'salesman', the Picaro met with Professors T.J. Hartley (Theology); J.L. Hill (English); D. Moors (Psychology); R.P. Seth (Economics); C. Rubinger (French); and F.J. Logan (Political Science).

Rubinger: I think such a concept implies a degree of phoniness which usually isn't there among teachers. A salesman can sell anything without necessarily believing in the product he sells and without having anything of himself invested in it.

Moors: I think such a statement implies a non-academic concept.

Hill: I'm a salesman, or I hope I'm a salesman; but I'm not a salesman of myself. I've got something really worthwhile and I have believed it to be of the utmost importance to myself and I thought I could make it of the utmost importance to other people. And in fact I do sell it and if I can't then I'm of no use at all. . . . To me the students must grasp some love of the poet or the piece of writing. If I must show them my love for it, well, that is only incidental. If a love of something is in you first, then perhaps it will be a little catchy and perhaps some other person will pick it up. The important thing is not to sell yourself but to sell what you've got.

Seth: I think basically speaking though, we do sell ideas. In terms of commercial ideas, for example, we are helping a person prepare himself for a job later on in the labor market. I think, perhaps, quite a few people come to the university simply to be a better person on the labor market. Very few come to the university simply to enhance their intellectual self.

Moors: Then, in fact, what are we really doing? Are we selling them the product they want or that we want?

Rubinger: If we fail to sell the product then it is the student who is penalized.

Hartley: We must remember that this whole language is metaphorical and if you put too much emphasis on the fact that the professor is a salesman, then, in fact, you are saying the student is the consumer. And is that all a student is?

Hill: No. He is both a consumer and a devourer. She takes it into herself and is transformed into something other.

Moors: Of the majority of students to whom you are going to try and sell this love of something only a very small percentage are going to buy it. What, in fact, you do is end up selling them a mark on a transcript.

Hill: Nobody understands everything about anything that's being taught. Everybody understands something. All take something. Nobody is so stupid and in fact when she does take something, she'll never be the same girl again.

Seth: In technical terms we can say that what we are selling is not a consumer's good but a producer's good. Because of this acquisition of knowhow, we help the students gain more goods or services. And, in fact, as we go on we are training our students like mechanics to become technicians. Gradually, people will be acting like computers. People will be trained to apply direct formulas to complex human problems. Let's face it. This is the type of thing we are doing. We are producing technocrats. However, in the case of languages and the social sciences, it might be different.

Rubinger: Surely one is also trying to teach people to be people not in an formalized way, but simply by being.

Seth: The quality of man improves in the process of learning any subject. That's something you get without being aware of. In other words it is a by-product.

Rubinger: This is the essential thing.

Logan: But isn't there a responsibility on the part of

the person teaching a particular discipline to, at the same time, put that discipline in some sort of perspective? It is not only necessary to know the particular subject being taught but one must also be critical of that subject in terms not only of that subject within the closed system, but also in terms of the community at large.

Seth: I don't know how scientists can teach such a responsibility, say for example, when they Teach people how to create hydrogen bombs or explosives.

Logan: But don't you think scientist have this responsibility?

Seth: Students would learn this from theology, sociology, etc. A scientist, in the pure sense of word, would not be competent to pass moral judgement.

Moors: Say, for example, you were teaching a economics class. Teaching this under the capitalistic system, wouldn't you also be responsible to teach the social effects of such a system?

Seth: I don't think I would say capitalism is bad and socialism is good. I would say capitalism has got these pitfalls. We must draw the line between what is science and what is ethics.

Moors: Then as a salesman, are we supposed to have ethics?

Rubinger: Perhaps that is the difference between a salesman and a professor. A professor does have some sort of ethics. He believes in what he is doing.

Hartley: I don't think we are producing technocrats and perhaps we should make the distinction between what the humanities are doing and what the sciences are doing. Just what is the purpose of the humanities?

Hill: The purpose of the humanities is to make a fuller individual and in doing so you do a service to the State incidentally. If at the end, people are fuller, then you have done, whatever that State happens to be, the greatest service you can.

Moors: That's a very ideal concept.

Hill: I don't think it's ideal. I think it's inescapable. If you are teaching first-rate material, then you can't help prevent the people you are teaching from being more first-rate than they are. They are teaching into themselves.

Moors: Aren't they taking opinions?

Hill: No.

Moors: Then it's a neutral output? This can't be.

Hill: The ideal thing, say for example when I'm teaching Shakespeare, is that the students shouldn't see me. They should see only Shakespeare. After they have really read and digested him, then they should come to me with what they think about it. After that then their opinion and mine may clash. From both agreeing and disagreeing then we both gain new ideas. In other words, we must undergo him to the full.

Rubinger: Doesn't education take place through the three-way interaction between the material, you, and the students?

Hill: In the case of English, it is the taking in of the great mind by the little mind.

Rubinger: But are you in fact leaving out of account the rubbing off of personalities? Ideally there should be a three-way interaction. Isn't that what university education is?

Hill: No. It is the subjection of the human brain to the best that is being thought. It is not I who is thinking the best it is Shakespeare and the other great writers.

Moors: Then at this point doesn't it become what you think Shakespeare thought?

Hill: That is the last resort. The students understand the written word.

Seth: What we really do, is give students a technique of thinking.

Hartley: We don't give them that but we activate it.

Seth: What we do is stimulate them to think through the criticism of various situations.

Hartley: Education is a leading them to examine life. In the process of conversion we tend to subvert them by provoking and turning things up-sidedown. This is training in thinking then.

Rubinger: Yes. It is teaching them to ask questions. The more intelligent the person, the more interesting his questioning.

Seth: This is a process.

Hartley: What is the product there?

Rubinger: There isn't one, except more questions.

Moors: So, in the final analysis, what are we doing? Are we selling a bunch of statements that lead

to questions?

Hartley: What about a responsible heart?

Rubinger: If you try to teach individuals to think for themselves then you try to teach them to be individuals within society -- being imposed upon by society.

Seth: Students should not accept social values without first thinking about them.

Rubinger: It doesn't matter if the professor is biased or unbiased. It's a question of technique.

Moors: In order to be a good salesman you have to be unbiased in your presentation.

Rubinger: There's no such thing.

Hill: If a professor has something good to sell then he doesn't need to dress it up. All he has to do is give it to them straightforwardly. If the student can't take it that way then that's where you have to mash it up and mince it and that's where you come into the picture.

Seth: More important is how he sells his goods.

Moors: So does this mean he should dress it up?

Seth: It doesn't mean that you are trying to change the shape of ideas. However some people certainly have the ability to present material more effectively than others.

Rubinger: No matter on what level, each class is different. In fact, my attitude is determined by the class.

Moors: If a student goes on to take psychology 200 I find my approach is more definite.

Seth: I feel the same way about students who advance to the 200 and 300 level in economics. There's always the possibility of her entering it as a profession. Success in 100 level courses depends on your ability to relate theory to the real world. If you can't do this then you will be unable to stimulate your students. If you give them only theories, then this is of no relevance to them. The task is extremely difficult.

Rubinger: For students who lack motivation, the only thing you can try to do is persuade them to do something else if you can't reach them.

Seth: Most of those students are sure of one thing. They want to earn and therefore they have to learn. Even for those who think of nothing but boyfriends -- this is equally commercial.

Rubinger: There are many students who are in a sad situation. They get their B.A. degree and still have no idea of what they are going to do. Nothing seems to excite them. Therefore the education system has failed but the student is the one who is penalized.

Hartley: This is where we have the responsibility to try and stimulate them.

Rubinger: Or the responsibility to try and guide them into something most interesting.

And so the discussion trickled off. Perhaps Professor Hartley best summed it up by saying it was a matter of anthropology. As he said, are we to consider the 'economic' man or are we to view him as a homosapien? Particularly in the case of the liberal arts education both professors and students are faced with responsibility to make education relevant, humanistic, and moralistic, in the words of Sister Catherine Wallace. Are we all prepared to work together to face this challenge?

Whistle Me

That Again?!

Wecome to the annual Winter Folly at Mount Saint Vincent. I refer of course to the election of next year's council executive. This little tribal ritual might also be termed a pre Spring Thing. We have a reorganized (and let us hope rejuvenated) executive structure. There is however a constant factor in these elections as in our past democratic endeavors. That is a lack of candidates.

One brave soul is running for the lofty office of President. She is receiving little compensation for her pains, Mary Martin and her committee worked long and hard on the decorations symbols and information sheets that were posted and circulated about the campus, but that's not anything to worry about because the people who are opposed to Miss Martin's candidacy merely took them down, or even more intellectual members of the union scrawled obscenities across the Doves of Peace.

Of course losing one's advertising is an occupational hazard in election campaigns but surely one could expect posters to remain visible for at least one morning. It is too bad that these saboteurs couldn't work off their frustrations on some of the appalling dance posters that desecrate our halls weekly.

These people who are so concerned about the people seeking office are really a puzzle to my simple mind. If they are so anti-Martin for president, I fail to understand why they haven't presented an alternative. I guess it's easier to be destructive.

We have five executive positions up for grabs. However we have only one contest (external v.p.) It really is a sad case for the student union if we can't find more than six people in a population of more than six hundred who are interested in government.

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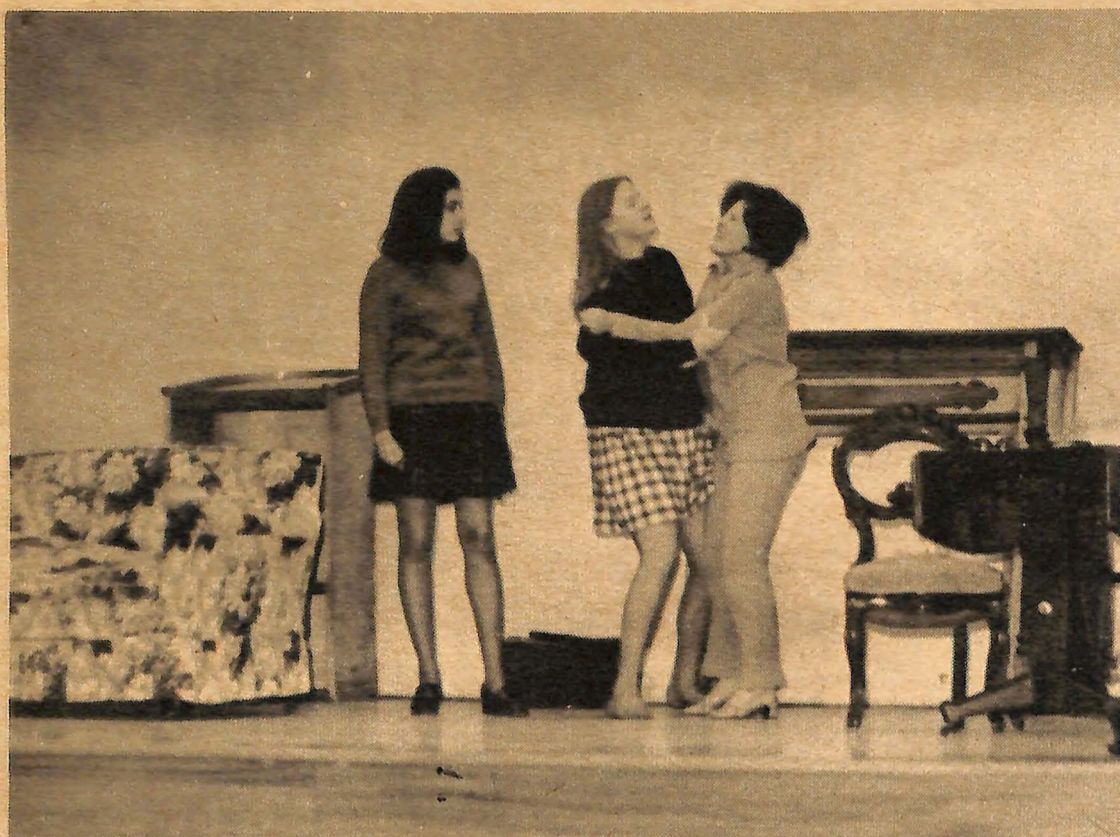
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The Killing of Sister George

The Lion in Winter

James Goldman has written a very clever play. It is too bad that the Neptune production doesn't do it justice.

The play tells the story of "the ups and downs" of a family in England in the twelfth century. This family just happens to be the Plantagenets, the ruling family of Britain and part of France. The main protagonists are Henry II and his amazing wife Eleanor of Aquitaine. The main plot is the power struggle for the throne between these two for their favorite sons. None of whom are ideal progeny.

Michael Gough as Henry would be magnificent if the director has given him a break. It seems

that every time Mr. Gough has a line he is hidden by an arch or a throne or another actor.

Lynne Gorman as Eleanor is a disappointment. There is no royalty in her interpretation. Thus when Eleanor sinks to the vulgarity and bawdiness that has been written into the play there is nothing to contrast it with and therefore no surprise.

Kenneth Pogue (Richard) and Doug Chamberlain (Geoffrey) are pleasing in their characters but there is something lacking. Perhaps too much tragedy from Mr. Pogue and not enough sneer from Mr. Chamberlain.

David Foster as the ugly Duckling Prince John is fabulous. I

found myself waiting expectantly for his appearances. He was exactly what one expects, one of the arch villains of English history to be. A flawless performance!

The sets were attractive to look at but obviously difficult to work with. The entrances and exits were awkward. The costumes looked good but Miss Gorman seemed to have difficulty managing her skirt.

All in all it was not the best Neptune has ever done but it wasn't the worst either. The play is marvelous because of its lines and Davis Foster is a delight. It provides an evening's harmless entertainment.

The Killing of Sister George

By LORNA RANDALL

The Neptune Theatre production of "The Killing of Sister George" is bound to provide a genuinely entertaining evening for anyone. From the Applehurst Theme music, our introduction to a one-time content Sister George, to her moo on the final curtain while her day of burial is being aired on the radio, one becomes totally involved in the tragedy of George. To insure that our hearts did not break for the woman, Margaret MacLeod as Mme. Xenia provided a welcome relief from the evident conflict between Childie and George. Her extreme sympathy, total involvement and joy of living are symbols of hope in this largely humanly pessimistic play. We seem to want to relate to this gay gypsy who humours any situation. She scintillates from her Hungarian accent to her red hair.

Portrayed by Terry Tweed, Childie was somewhat reminiscent of "teeny-bopper" youth and not of the naive and supposed innocence of this child woman, "Flatmate in more ways than one" of George. Her knocked-kneed prance, possibly an attempt at being provocative, was rather a distraction. The knocked-kneed position, meant to evoke visions of polka-dot hair-bow and oversized lolli-pop and the prance characteristic of a teenaged lay-about failed alone to impress upon us any abnormality in this girl. It is only with the assistance of Emmaline, one of her dolls, that we meet the inner Childie who never grew up. As we see her leave for London where she intends to procure tickets for "Giselle", she might just as easily be on her way to a front row seat at a Rolling Stones concert.

Faith Ward's vivacious portrayal of Mrs. Mercy-Croft was sincere and easy to believe. Her first entrance is in such contrast to the foregoing scene between George and Childie that we are indeed refreshed and attentive to the situation that evolves.

From the beginning we see her

efforts to establish a rapport with Childie. It is human and natural in that Childie appears to capture her sympathy and understanding. Mrs. Mercy-Croft shows an appreciation for Childie that George has never known. Mrs. Ward's voice, capable of vast variations in inflection was a pleasant contrast to the others on stage. Her facial expressions, notably her eyes, were on many occasions the focal point of the humor.

Lynne Gorman portraying Sister George is convincing and strong. Her character is consistent to the end. Although remarkable and believable in her physical stability throughout, in the end she does hit upon our emotions, more specifically our sympathy, when her red eyes dampen at the final curtain. She is boisterous in her delivery and performs with a generous amount of gusto and sincere enthusiasm.

This is David Renton's first directorial attempt at Neptune. I feel he has been successful in creating on this stage a drama of considerable impact emotionally and visually. The production is certainly well-unified from costumes and decor to character consistency in the Laurel and Hardy scene. The set is servicable and indeed suggestive of a London flat—adequate comfort with a view.

Sound was at all times suitable and assisted in creating atmosphere and character. The already-mentioned Applehurst Theme which opened each scene was that fresh happy lilt that reminds one of the yellow sunlit kitchens and chirping birds of the English countryside in early morning. Memorable is the sound of the flushing toilet Mrs. Mercy's return to the sitting room in Act 1. One technical disturbance to my concentration was an electric kettle which, obviously not pre-heated by any one on stage, began to boil as soon as it was plugged in. However beyond that minor detail, the performance went off without a noticeable technical hitch. It was indeed entertaining and it was personally encouraging to see it happen on the Neptune Stage. I am optimistic of future openings.

You Know I Can't Hear You When The Water's Running

This play with the overlong title is without a doubt the worst production that it has ever been my misfortune to witness.

Four skits having to do with nudity in theatre, marital problems, masturbation, and old age, in turn bored and infuriated me.

The players: Margaret MacLeod, Kenneth Pogue, Sandy Webster, Doug Chamberlain, and Yvonne Adalian, were wasting their time and that of the audience.

There were a few bright spots here and there. Miss Adalian's young divorcee, Mr. Chamberlain's nervous actor, and Miss MacLeod and Mr. Webster as the aged and forgetting couple.

Other than that it was a worthless evening. The sets were not worthy of a professional theatre and the costumes such as they were gave the performers more trouble than assistance. Miss Mac-

Leod for example in the third skit was so uncomfortable in her salcks and jacket that the audience writhed with her.

Surely there are better plays than this to be found. If this was taken to boost box office I fear for the life of the theatre. It is a shame to waste talent on such as this play.

Mr. Turnbull has not given us a good production out with a play such as this one, perhaps he is not to blame. Let us hope that this is the last time Neptune Theatre will resort to presenting this sort of tripe for its audiences to imbibe.

Actually everyone should go and see "Water". Unless one has seen a really bad play it is sometimes difficult to fully appreciate the good productions that Neptune has been capable of in the past.

The Picaro

The Picaro is the bi-monthly student publication of Mount Saint Vincent University. The opinions expressed are those of the editorial co-operative and are not necessarily those of the Students' Union or the Administration.

With nine issues down and two to go, we're still having those minor distractions I mentioned in the last issue. (You ask your staff for copy and they resign!!) Thanks to all those faculty members who attended the discussion on Friday afternoon. It was not only stimulating for the staff, but I think we all learned something.

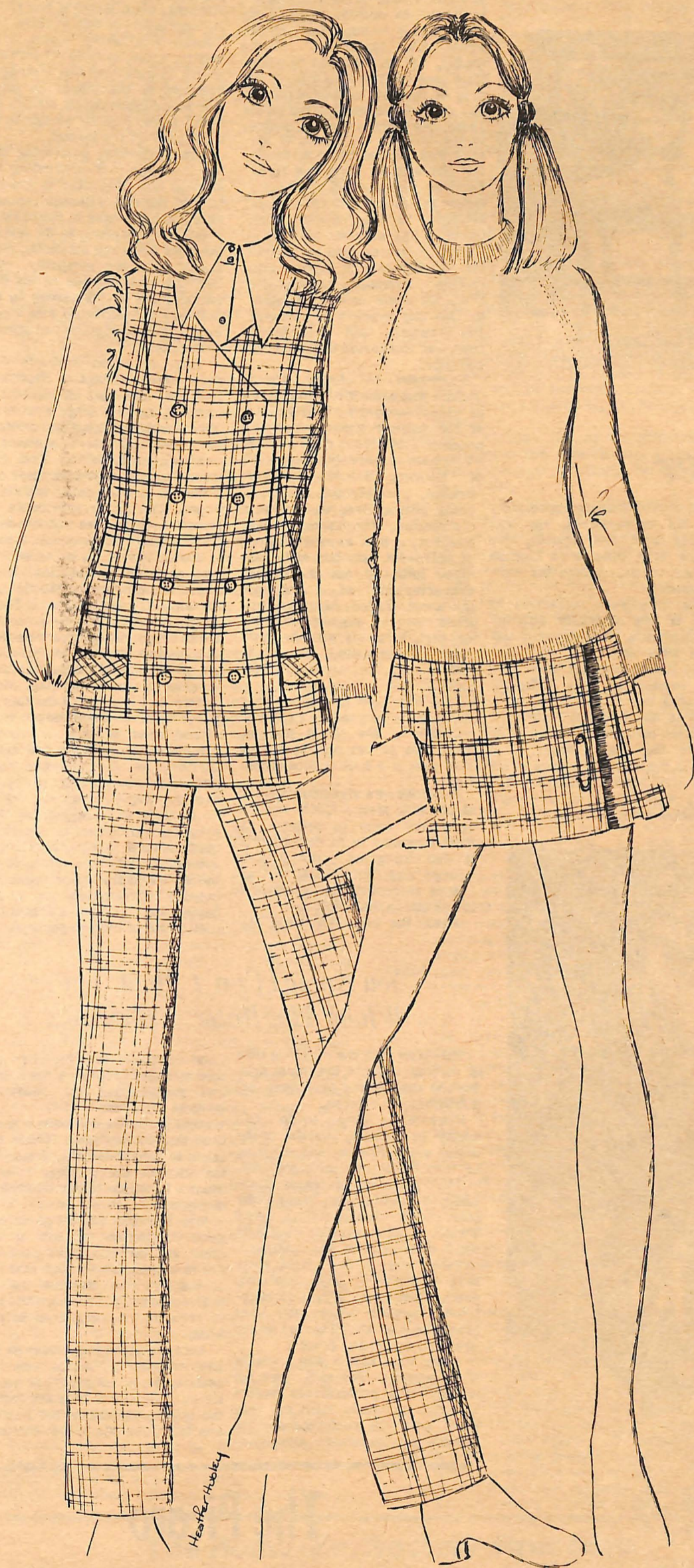
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