



# The Picaro

Monday, November 20, 1967

Mount Saint Vincent University

Vol. 3, No. 4



No one calls the PICARO a newspaper. Instead, on the appearance of each issue, those few who still read it test their wit in a game of verbal gymnastics to determine an appropriate epitaph.

Contrary to popular opinion, we fully realize this in spite of the fact that we have been involved in the careful process of putting out every issue for the last two years. We do not ask for tears at the demise of the old image.

The university newspaper reflects the university. It reflects not what ought to be but what is. In the past, the PICARO has unwittingly revealed more about this university than anyone dares to admit. Hence the criticism that the PICARO is rank and good old MSVU deserves better. But nothing better can be found. The reason is simple. In an attempt to preserve our precious self-image, we have blinded ourselves to the fact that the PICARO is merely

an embarrassing symptom of the sick situation at the Mount. There are university newspapers that show an embarrassing lack of experience and professionalism; the PICARO is merely an embarrassing pretense.

The staff can shoulder only so much of the blame. We have been operating for two years now. We have a bigger budget, less limitations, more experience. Still we can produce nothing of consequence. The fact is that the PICARO can never become a university newspaper if Mount Saint Vincent does not become a university.

In this issue, we take a look at the obvious and we examine what has been deliberately overlooked for too long. If we are to move forward, we must first see where we stand.

There will be claims that this issue is the fabrication of malcontents, conforming to the standard

pattern of rebellion. This is not so. The situation we describe is real. It matters little if the past was worse and the future will be better. Our concern must be the present for if we lose contact with present realities, there can be no future.

We have looked honestly at our situation. We ask you to appraise it; we ask you to judge the reality of this university.

We do not want our blunders to be excused or rationalized as growing pains. We do not want to be patted on the head and told that we're trying hard and that we have potential. Potential implies future. Who wants a potential newspaper? And at the same time, we ask who needs a potential university?

We want to represent the university but more importantly, we want a university to represent. Veritas ducet.

Or so they say.



# Student Mirror

The editorial policy of the Dal Gazette causes that newspaper to take a stand on the Viet Nam war and constantly print articles on it. The editorial policy of the Georgian causes that newspaper to investigate discrepancies in the campus book store finances and incite the students to stage a successful sit - in. The lack of editorial policy of the Picaro causes that paper to print malted articles on the exciting lack of housing problems at the Mount, and CUP material listing the number of universities where students have "gained" some new power versus the administration.

This problem has been hashed over by the editors, often till the early hours of the morning, and solutions have been slow in coming -- or we have been lazy or "frightened" to implement them. And the same questions seem to pop up -- Are we so measly-minded be-

cause the Mount is, to quote our empty boast, "the only all-women's university in Canada -- in the Commonwealth!" or is it because a respect for the religious prevents us from confronting our administration when we would often like to?

The importance of the student newspaper policy and the individual philosophy developed from that was heatedly discussed at the recent ARCUP conference and we can see it will no longer be easy to ignore the need or to try and run a newspaper without one.

In trying to form a policy the question comes up, just what are we trying to accomplish in running a student newspaper? And the old cliched answer always follows, to present the views and ideas of the student, to keep him informed. But that is really why we are putting out The Picaro and in order to do that, there will definitely be conflict. Students often say stupid things but it is still our responsibility to publish it if the students wish. If it is so stupid the student will hang itself. A student may say something that rocks the boat of normality or causes discomfort to certain circles. Again that is the student's right as an individual and it is our obligation to decide whether or not to print it.

Just because someone says God is dead does not mean it is so. Just because a student says the cafeteria food is lousy does not mean that it is so. But again he has the right to say it and we have the duty to print it as his opinion. That is supposedly why we took this job.

If what the student says is crap and petty complaintive, so be it. We are supposed to represent the students of Mount Saint Vincent University and it is not up to us to doctor their image. It's rather naive to try and present a perfect image of the well-mannered, well-disciplined, well-educated Mount girl who never says, does or thinks anything wrong.

You may not like what you see in print in The Picaro because it often hurts to look in a mirror. And this mirror is going to keep on reflecting until somebody gets the message.

## Jobs Abroad

Bruxelles: By the end of this week over 1,250 students will land in New York after spending a summer working in Europe.

The working students were selected as participants in Jobs Abroad, a program designed by the International Student Information Service (ISIS) a non-profit organization based in Brussels, Belgium.

Through Jobs Abroad, a student can work in the language speaking area of his choice and may select work from nine job categories.

Since most participants have little or no work experience, the job categories available to them consist mostly of jobs in non-skilled work. The categories are: Farm Work, Construction, Work Camps, Camp Counselling, Child Care, Hotel-Restaurant-Resort, Factory, Hospital and Special. The last two generally call for previous experience and better-than-average language fluency.

Participation in the Jobs Abroad program has given many a student and teacher a practical solution to coming abroad. Working at a paying job diminishes the costs of the vast educational experiences of a summer abroad.

## Committee Formed

MSVU Student Council has set up a committee to study present theology course requirements.

The investigation was initiated because it is felt that theology, by its very nature, cannot and should not be classified with the other required core subjects.

Committee members Heather Dawson, Lorna Bishop, and Audrey O'Brien will meet with the theology department and the academic dean to investigate both sides of the issue.

Results of the study will be presented to the student body at a later date and, on the basis of a subsequent poll of student opinion, recommendations will be made to the Student Council.

### THE PICARO

The Picaro is the official student newspaper of Mount Saint Vincent University published during the academic year. Its aim is to promote the best interests of this university, and serve as the student's voice. The opinions expressed here are those of the editors and writers and not necessarily those of the student Council and the University.

This newspaper is a member of Canadian University Press.

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News Editor ----- Sharon Nobles  
Features Editor ----- Audrey O'Brien  
Literary Editor ----- Jan MacEachen  
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Photography ----- Photopool  
Circulation ----- Joan Glode and Company

Helping on this issue were: Harriet Bailly, Mary Ellen Camp, Linda Bartlow, Marie O'Connor, Linda Utting, Zonia Zwicker.

And another went through the wringer dragging us with it... how's the literary supp coming, jan? should be "different." too many cigarettes being smoked in office... audrey, get away from those matches; where was hewitt?? next time... no stories, no layout, no pictures... and you can take it and "stick it in your purse," jan... can't use the soccer team this time, utting, sorry...

## Soc. Meet

The Sociology Club has announced an intercollegiate seminar planned for November 25. Its aim is to extensively acquaint students with the fields of sociology and social work and also to discuss employment opportunities in both fields on the bachelor and master degree levels. The seminar is open to all students.

### DRAMA REHEARSALS

The Marriage Proposal - Chekhov  
The Stronger - Strindberg  
Monday, 8:00 - Common Lounge

Thursday, 1:00 - 2nd floor smoker - Evaristus.

They say the Phoenix is dying, some say dead. "Oh don't worry. It's coming," Marius said.

## Letters to the Editor

Dear Editor:

In the second last issue, a fantasy was printed in the PICARO, "Something Old... Something Black". Amid the various barbs in the piece, the point the author(s) may have been aiming at is indistinguishable. If some enlightenment is to be had, I'd appreciate it.

For the rationale on which experimentation and change in religious congregations are founded, the best source I can suggest is "Perfectae Caritatis" in The Documents of Vatican II. For those interested enough to consult this source, paragraphs 17 and 2, 3, 4 are pertinent. Perhaps the PICARO would consider allocating some space to their reprinting in this issue?

Thanks for an interesting edition.

Sincerely,  
Sister Joan Mary

EDITOR'S NOTE - No point or barb was intended by the article. Rather, it was intended to be, as it was, a humorous satire on the change in the religious habit, and I am certain the majority of readers took it as such.

### THE EDITOR

Universal suffrage was granted in Canada in 1919. Women were then officially presumed to have minds. This is 1967. Mount Saint Vincent should by now have followed suit and, since it is the only accredited women's university in Canada, it should be preparing and producing women of recognition and capability.

In 1919 a woman did not make decisions; in 1967, neither does a Mount student. Persons attending MSVU are directed to consult the chaplain, the Dean of Women (if you can find her), the Dean of Students (if you can get an appointment) and/or the President (if she is not away). We are guided in making decisions and refusing to consult the available sources would be "bold".

Mount Saint Vincent is a university and we would presume that the women attending this institution would not have to be "guided" (and we use the word advisedly) by "inside" sources in order to make a personal decision. In the tunnel a petition has appeared for the lowering the voting age. We would expect to be progressing to this status in 1967. But being realistic, in our context, the question is: "Are we being prepared to meet the privileges given us in 1919? Mount Saint Vincent is a glorified boarding school and the women it produces will roll off the conveyor belt and realize that the product is second rate.

If a girl has the intelligence to attend a university, it is presumed that she is capable of deciding whether or not she wishes to be in before 1:00 a.m. If she wishes to wear a skirt of disputable length, it should be her decision. Until the vermin are infesting the residence, her room and its state should be her concern.

We are big girls now. We should be able to stand on our own. If someone wants to hang herself, give her enough rope. Then at least we can say that she'll rest in peace.

LIZ STREET

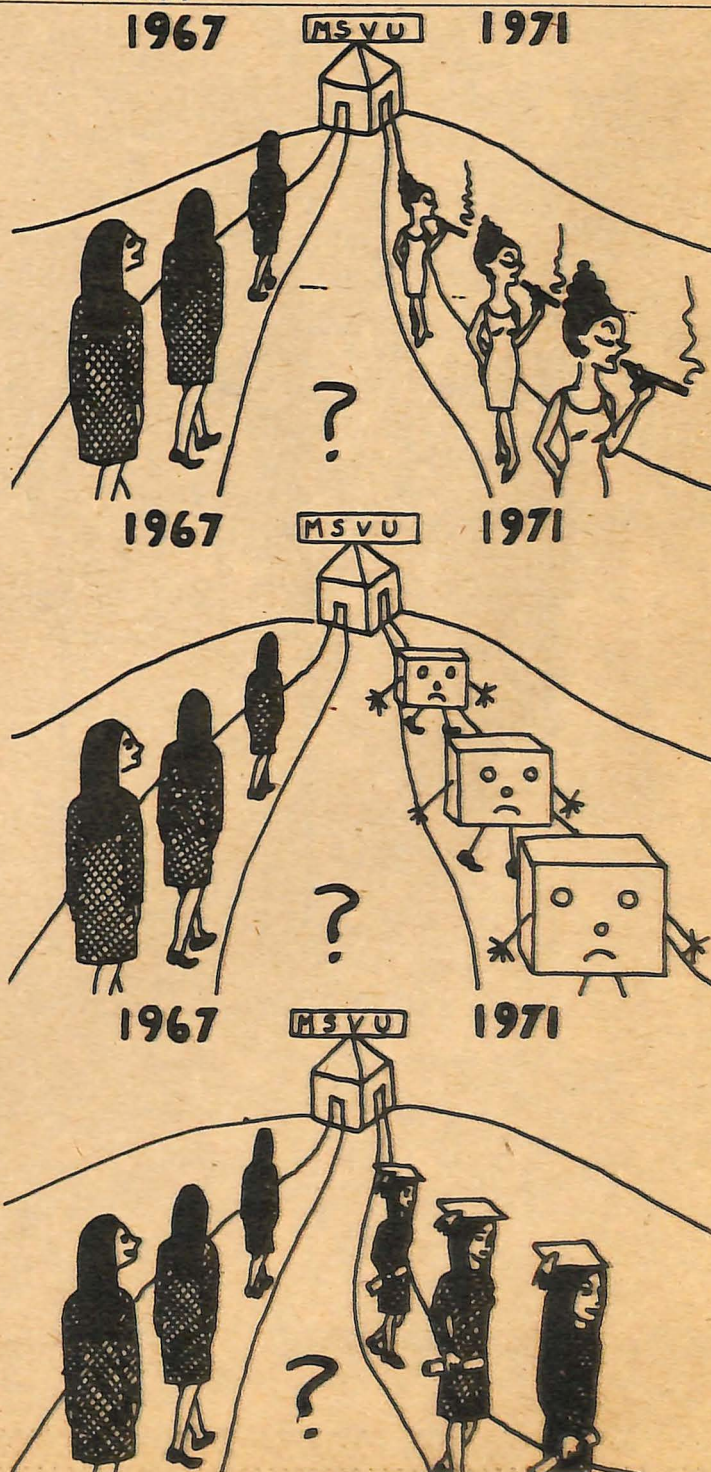


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# 1967: Role of A University



Sister Marie Helen, Dean of Studies

The questions that have been asked by the PICARO are being asked by educators across Canada and the United States, are being written about in articles and books and are still the subject of heated debate. The whole conference of the Association of

Universities and Colleges of Canada, which took place in Montreal last week, dealt with the problem of assessing the state of higher education in Canada. When you ask: "What is the function of a university in 1967?", you are merely rephrasing the same question that was asked there. Dr. Harris' answer, in his opening paper, was that the university has four functions: provision of professional training, of a liberal education, research, and community service. While most people would agree with these in principle, there is much divergence of opinion as to the relative importance of each function. Mount Saint Vincent certainly does fulfil these functions, with more stress on the second. The Danforth Commission Report stated:

"Well-taught courses in literature, history and philosophy should lead the student to an intelligent appreciation of the place of religion in his education. Thus it would seem that, at a time when the humanities are fighting a losing battle in higher education... that church colleges and universities could not only serve their own purposes, but they could help to preserve the balance in the whole educational system by stressing this field. We urge them to become citadels of the humanities..." (1)

Non-religious schools have been led to re-explore religion as a humanistic discipline and as a means of cultural self-understanding, but for a Catholic university, theology is not only a legitimate intellectual discipline but one that is essential. Since the university is primarily concerned with and interested in ultimate questions, it will place more emphasis on theological and philosophical studies.

Why a denominational university? May I quote Dean Leddy, of the University of Windsor, who wrote: "Denominational education at its best is very hard to beat. It has special values that cannot be found elsewhere, including the provision of a good moral environment for students." A Catholic university provides an opportunity to develop scholarly interests in an intellectual and cultural environ-

ment, the integrity of which is guaranteed by the philosophy of life on which these are based. But more important than this, is the opportunity to live in a meaningful way, both liturgically and sacramentally, one's life as a dedicated Christian.

(1) Patillo, Manning M., Jr., and Mackenzie, Donald M., Eight Hundred Colleges Face The Future, A Preliminary Report of the Danforth Commission on Church Colleges and Universities, page 60.

## A Student Comments

In an interview accorded to the Picaro, Sister Marie Helen, states her views on the role of the university. The functions of a university, as defined by Dr. Harris, are certainly technically correct. They form the basis upon which division of faculties is made. However, over and above the technicalities of university structure, the aim of such an institution must include the individual; to instill in her a respect for her fellow-men, a questioning attitude towards all the information that is presented to her, and to help her in the development of all her abilities.

The attainment of this aim should be observable in the students who attend the university. Where is the "intellectual and cultural environment" that could lead to the formation of a philosophy of life? Granted, the university probably has a beautiful philosophy of life. What about the students? How many of them have a philosophy of life? Perhaps all these terms, indicative of mature and thinking individuals, can be found in the classroom, or in the students' notebooks. But it is obvious that there is a lack of intellectual and cultural interest among the students themselves.

A Catholic education, of course, should definitely include a moral development. MSV does provide a "good moral environment." Students are so steeped in this "good moral environment" that they have no reason to make any moral choices, or to form any

-Please turn to Page 5-

## The Two Way Mirror

This is the first of a series of questions which will be asked around campus.

Q. What do you like best about Mt. St. Vincent?

A. Beautiful setting; Freedom; Atmosphere of contentment; No boys; Possibility of personal interest of a professor for a student.

Q. What do you think is lacking?

A. Nothing; Intellectual curiosity; Spirit; Cultural activities; More free time in residence; More mature professors.

Q. Do you think that the Mount should be co-educational?

A. NO. (There was only one 'Yes', and that was from a member of the faculty who was opposed to any form of discrimination.)

Q. Why?

A. There is a definite need and a place for a women's university; Boys don't need the same education as girls; Boys hamper studying.

Q. What word do you think best sums up Mt. St. Vincent?

A. Friendliness; Serenity; Women; Happy memories; Education; Home; Yech!!

Two-way mirror indeed. Answers to the questions posed by our reporter revealed as much about the people who answered them as they did about the university itself.

MSVU is appreciated for its beautiful setting. How very nice. According to a number of students, MSVU also provides an atmosphere of contentment. Virtually every other campus in North America is in a period of almost violent upheaval. It is not disconcerting that MSVU should, of all things, lead its students to feel contented? "Personal interest" has become another byword. Are students being led to think or are they simply shown how to pass the course? Do they question the statements of the professor or are these statements merely transferred from the lecturer's notes to the student's notebook, to find their final resting place in the ridiculous blue books on which everything ultimately depends?

Intellectual curiosity is lacking. So is spirit. More words that are easily bandied about. What

they mean is of no particular importance.

Some claim a need for more mature professors. What they mean by mature is not quite clear. However, leaving aside the question of semantics, what about the need for more mature students? Students who can read will surely be welcomed, as will students who can spell and take notes without requiring that the professor repeat them a little more slowly. Perhaps professors would treat students with more respect if the students returned the favor. Is the role of the professor to dictate to the student? Should he tell you how to study or should he leave such details up to you? Should he say what there is to learn or what he will require on the examination? Should he mark what the student knows and understands and can apply or should he mark on the meagre amount that the same student has been able to memorize and transfer to the blue-book with reasonable accuracy?

As for the question of co-education, let's stop using platitudes. It is sheer nonsense to throw around statements like "There is a definite need for a women's university". Cliches are easily come by; they are just as easily destroyed. If one must justify one's existence (as students of this university are often required to do) let us at least have some legitimate argument to present. If one is called on to defend MSVU, one must realize that the "attacker" is not convinced. To presume that the person is merely questioning for conversation's sake is ludicrous and self-defeating. What good can we possibly be if we cannot put our reasons for being here in some coherent form.

To paraphrase the answer to the last question, Mount Saint Vincent University is summed up as "a serene, friendly place where women share happy memories of education and home". Is not this sort of serenity to be fled from in horror? As MSVU moves farther away from the cold real world, its students become more and more content. We are not serene because we have won; we are serene because we have not even acknowledged the battle. So everyone is afraid of Virginia Woolf. At best, it is a sobering thought; at worst, a near tragic reality.

## Students Want Freedom

Editor's Note -- The following article is the opinion of the writer and not necessarily that of the Picaro editorial staff. Any answer to these comments will be welcomed.

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By MILDRED ROYER

The labelling of a university as Catholic, Protestant, or Jewish is a naive attempt to base its academic spiritual and social worth, on the religious beliefs of its students. Surely, such segregation of universities should cease in a century which has produced as great and as far-reaching an event as the Second Vatican Council.

The average university student of today cares little of what religious views his professors and fellow students hold. He does not pry into their inner thoughts, and he, himself, resents any infringement on his own beliefs.

When a young man or woman enters university

he or she has already formed particular religious or non-religious views, views on life, during the childhood and adolescent years. It will take something far more powerful than four years of intellectual activity, to change that which has become an intricate part of the total person.

The ideal university is the one, be it controlled by Catholic nuns, priests, laymen, Protestant reformers, or sceptics, which supplies all students with the religious freedom they so badly need, which provides chaplains, of every religion, for those students wishing counsel, and offers non-compulsory credit courses in several, distinctly differentiated theologies. These factors, combined with high academic standards, would form the "Utopia" of post-high school education. The result will be broad-minded, well-informed, intelligent, individuals who will view the world with a greater understanding of ethical problems, and a more profound love of man's freedom to think and to choose.



Sister Mary Jean, Dean of Studies

## Sister Mary Jean: "Develop Potential"

"Within the present structure of Mount Saint Vincent University, a girl can exert her freedom and live maturely." In these words, Sister Mary Jean, Dean of Studies, summed up for the PICARO the reasons behind the present residence regulations.

Revision of the old rules followed recommendations by the Boarder's Council. The present structure was devised after careful consideration "to protect the rights of the individual".

While Mount Saint Vincent is sometimes accused of being a cocoon where the students are protected from the outside world, Sister said that this is not really the case. She said that with the present freedoms, a girl could develop to her full potential. Social pressures often present on the co-educational campus are avoided here. In the co-ed university, the female students are often overshadowed and girls in a position of leadership are forced to develop an aggressiveness that is not attractive. A women's university gives the student the opportunity to develop feminine qualities while seeking an education.

As for the changing educational scene, the dean sees a new spirit of independence that characterizes today's campus. It is an independence that is sometimes difficult to understand and even more difficult to control but Sister sees this spirit as the hope of universities.

Ed's Note: Whether or not this spirit is present at MSVU, remains to be seen.



# Madeline

By Jan MacEachern

Dear Madeline so fair and sweet:  
One sings the praises of her feet.  
To praise her more it might suffice  
To say of all the rest, "It's nice."

And those who saw her stopped abrupt  
Surveying Madeline down and up.  
From her twinkling toes to the top of her attic,  
The latter, unfortunately, anti-climactic.  
For no face could ever hope to please  
A gaze that's seen such feet as these.

Our lady lived atop a hill  
Within a house that hoped to fill  
An appetite that yearned for knowledge  
And so she dined at Christian College.

And here they taught her how to pray,  
What to respect, and how to obey,  
When to sleep and what to eat,  
And how to take good care of feet.  
And though she couldn't read or write,  
Madeline learned to do what's right.

To talk of her one can't refrain  
From speaking of her gallant swain.  
A lad who from a far off town  
Would praise his lady upside down.

For her, he loved to such extent  
That miles were no impediment.  
And loved her more, for so I hear  
That oft he's whispered in her ear  
"Had you not hair, nor eyes, nor nose,  
I'd love you for your noble toes."

To these, a tragedy befell  
And to all those who knew them well.  
As once he ventured, at her wish,  
From far off lands of Antigonish.

And when this fond reunion happ'd,  
The lady clapped and clapped and clapped  
And clapped her hands so long and oft  
Her dainty limbs were getting soft.  
And soon the lady clapped no more,  
For both her arms fell to the floor.

This tragedy did not impair  
The love between the happy pair.  
For though she limbless walked around,  
Her feet stood firmly on his ground.

But with no hands, without a doubt,  
The lady never could sign out.  
And this of course, a mortal sin,  
"For those without, be known within."  
They'd mark an X, (not writing well),  
For this was all that they could spell.

But Madeline left, this task undone,  
She couldn't write, her arms were gone.  
She knew her flight would cause a stir,  
But so did meeting gallant sir.

The lady's friends, behind the gate,  
Vied her luck and cursed their fate.  
Envy made them hard and cruel  
And some had hoped she broke the rule.  
They lie in wait while one girl checks  
To see if Madeline left her X.

Success! Their hearts were filled with joy!  
They'd get the girl who got the boy.  
Justice seems a perfect reason  
To try this villainess of treason.

Hell raged as fires roared  
Within the breast of the mighty hoard  
Of fiendish females out to gain  
Revenge, for their fair rule was slain.  
Impressing guilt, their head would shout  
That action follows being out.

And when, too soon, the night did end,  
Madeline bid adieu, her friend.  
She brushed her teeth and combed her head,  
Took off her feet and went to bed.

And as she dreamed about her knight,  
The hoard stole in to prove their might.  
Defence of Justice, now complete,  
They sneaked away with Madeline's feet.  
To punish further, mortal sin,  
They dug a hole and put them in.

When Madeline arose with dawn,  
She found her feet and swain were gone.  
And now she sadly rolls around  
With both her two feet, six feet down.

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## UNB Hosts Conference

Stop playing tin gods and let the whole staff take an active part in forming the newspaper policy, student editors were told at the ARCUP conference held at UNB last week-end.

Along with delegates from 11 Maritime university newspapers, the conference was attended by CUP national President Lib Spry; Field Secretary John Kelsey; and Bob Parkins manager of the University of Toronto varsity; and advertising agent John Young, on hand to discuss a national ad plan with the delegates. Conference chairman was Gary Davis, president of ARCUP and former staff member of The Brunswickan.

The main issues for discussion were the lack of communication between the ARCUP members and the necessity of forming a student newspaper policy and philosophy. Lib Spry told the student editors that their papers must have a definite policy that is reflected throughout. She said the editor cannot decide this policy himself but must work together with the rest of the staff.

A bid to strengthen communication between the region members highlighted the election of officers. Two members, The Argosy Weekly (Mount Allison), and The Muse (Memorial), pooled their ideas in a bid for the presidential and vice-presidential positions and drew up a set of resolutions which they hope to carry out in the Atlantic region.

Among their plans are a regional house organ; a spring editor's conference in Sackville, N.B.; a crash journalism course for all newspaper staffs in three areas (Halifax, Sackville, and St. John's); and a travel pool to cut down expenses for next year's regional conference which will be held at Memorial, in St. John's.

They received the backing of the other members as the voting indicated. Allan Rimoin, Mount A, was elected president and Gus Lilly, Memorial, was elected vice-president. The only strong opposition received was from Jeremy Simms, editor of the Saint Mary's Journal, who complained about the "back-room politicking" which was carried on before the election. But Simms, in losing, stressed the need for better communication and gave his support to the new officers. Dale Alderton, editor of the Xaverian Weekly, was the other candidate for vice-president.

The delegates had to consider a national ad plan introduced several months ago by advertising agent John Young. Mr. Young was at the conference to answer questions on the ad scheme and to con-

vince the delegates that it was worthwhile. He was strongly opposed by Jeremy Simms who advised the other delegates to think carefully about the plan before they made any snap decisions. No final decision was made. Delegates were asked to send in reports on their particular interests to new President Rimoin so that a regional paper could be prepared for the December national conference in Burnaby, B.C. Acadia, U.N.B. and Saint Mary's were mandated to prepare working papers for the national conference.

The ARCUP region consists of the following university newspapers:

- The Brunswickan--University of New Brunswick (Fredericton, N.B.)
- The Argosy Weekly -- Mount Allison (Sackville, N.B.)
- The Xaverian Weekly -- Saint Francis Xavier (Antigonish, N.S.)
- The Athenaeum -- Acadia (Wolfville, N.S.)
- Saint Mary's Journal -- Saint Mary's (Halifax, N.S.)
- The College Times -- Prince of Wales College (Charlottetown, P.E.I.)
- The Red and White -- Saint Dunstan's University (Charlottetown, P.E.I.)
- The Picaro -- Mount Saint Vincent (Rockingham, N.S.)
- The Muse -- Memorial University (Saint John's, Nfld.)
- The Dal Gazette -- Dalhousie (Halifax, N.S.)
- The Aquinian -- Saint Thomas (Fredericton, N.B.)

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"long line of hungry humanity"

## A Complete Liberal Education

By LEE HOGAN

Think of it this way girls: you're not just standing in an interminable line snaking its way toward the cafeteria and sustenance, you're taking a cram course on the menu of life, a complete liberal education compacted into one hour--why, it's the original Lunchtime Little University.

First course on your schedule is an exercise in gymnastics: the ultimate obstacle course! Starting point is on the third floor of the far wing of Evaristus, as you're off at the sound of the bell. Your obstacles are anything or anyone obstructing your path to the cafeteria: books, doors, walls, professors and any dayhops who are foolhardy enough to remain near their lockers. You may hurdle these, crawl under them or plough right through them! This course terminates at the end of the long line of hungry humanity previously mentioned.

Your next course is in anatomy and physiology. Here is your opportunity to study, in natural surroundings, the form and function of the human body. As you witness the shifting and poking and pushing of students vying for places in the line, you can get an idea of the tremendous power of which the human body is capable. As it slouches, leans, hops, fidgets and stretches, you can see the admirable capacity of the human torso for mobility and flexibility. And the talking, yelling, and screaming gives you a clear picture of the limitless capacity of the human lungs.

Now for the psychology course. Here are ample case studies for the ambitious student: the deviant from the norm (the girl who butts into the line), the hierarchy exercising their prerogatives (the seniors taking their privileges), etc.

As you near your destination, the inside of the cafeteria, you are able to participate in an experiment in elemental physics. The object is to see how many female figures, all equipped with the usual complement of arms and legs, can squeeze through the one open door of the cafeteria at the same time, without being strangled or asphyxiated.

Now for a quickie course in deportment: how to carry a tray with one hand and hip, equip it with the necessary cutlery with the other hand, and fill a glass of milk, before resting it on the counter, without dropping any. Failure at this feat does not mean disgrace so much as a chance to demonstrate your agility in dodging sharp knives, and in picking them up without being trampled by the hordes of others who come stomping over, around and through you to complete their education and fill their faces!

The integrated course on mathematics, effective decision-making, and self-discipline, last on the menu, involves such exercises as rapid calorie-counting, choosing between prune juice and lentil soup and denying yourself that third butter patty.

Finally you have your interview with the Registrar, the lady-at-the cash-register, \$., and then you emerge from the experience, ready to take your place in the Great (Hungry) Society, that is, if you can find a table placement! Congratulations! You have graduated Magna Cum Larder, and are entitled to put "J.D." after your name, signifying that you have earned your Just Desserts!

### A Student Comments

-Continued from Page 3-

personal and unbiased moral convictions. Most of the resident students, at least, do not come in contact with the conditions existing in the "outside world" or soon forget about them once they return to the hallowed halls.

There definitely is a lack of stimulation on campus for individuality and independent thinking. Most of the students don't even seem to be aware of a lack. So they settle in their hut, content to remain undisturbed. How about some action?

By MARIE O'CONNOR

# "Class" Versus "Faculty"

Editor's note -- Once again the question of the class system versus the faculty system has come up. A vote was taken last year and the faculty system defeated. But this year Corrine MacPherson, student council treasurer was mandated by council to investigate both systems and she presented the following report.

A university student council structure should be designed to give the broadest possible representation of the student body. This structure should also be designed to facilitate the council in its basic function -- the supervision of extra-curricular student activities, cultural, social, spiritual and athletic. It is apparent to the members of the present MSVU student council that the structure now existing falls short of this two-fold purpose.

Any student can see this by a careful look at the class system which now exists. What have the class meetings been like? What did you discuss? What did you plan? How many attended the meetings? The usual class activity consists in planning proms, dances, graduate ring designs and other social activities. But this is all. The class system has not provided an outlet for any academic or cultural broadening in the student's extra-curricular activity. In a university, an institution dedicated to education, this is a sad statement to make.

But is this the fault of the classes, or more particularly of the class executives? They represent students of different faculties, with entirely different interests. In a faculty system, the social needs of the students would still be filled. The proms and dances would still exist. The seniors would still get their rings and trips that don't succeed. But there would be an outlet for other interests as well. The clubs which in our present system try to provide this outlet would not be represented through one over-burdened internal affairs co-ordinator.

The faculty system would also broaden representation of the students. This year the post-graduate students are members of the student union and yet are not represented in any class. In a faculty system, they would be represented as members of their particular faculty, in most cases the education faculty. The proposed faculty system would also allow for representation of such council organizations as Photopool, Internal Publicity and the PICARO.

The appointed committee agreed upon the following structure. Council would be composed of eight members, consisting of the four executive members, the resident and non-resident society presidents, an External Affairs Co-ordinator, a Cultural Affairs Co-ordinator and a number of faculty representatives. A faculty consisting of less than 5% of the student union would be required to unite with another faculty. Other faculty representation would be determined as follows.

Per cent of student union	Number of representatives
5-9.5%	1
10-19.5%	2
20-29.5%	3
30% and over	4

One representative of a certain faculty would be its president. The other representatives (if any) would be elected by those students in the faculty after the presidential elections had been held. These reps

should not be members of the executive of the faculties:

According to this year's figures, the following would be the actual representation on council of the various faculties:

Arts	4 representatives
Science	1 "
Home Ec	2 "
Nursing	1 "
Education	1 "

Thus next year's Council would have a total membership of seventeen.

The Cultural Affairs Co-ordinator would represent those clubs which do not come under the jurisdiction of any faculty, such as the drama, athletic and religious clubs and the PICARO, Internal Publicity and the Photopool. The Science, Home Ec and Nursing Clubs would cease to exist as such and become the corresponding faculties. Such clubs as Business, French, Sociology and Political would be under the Arts Society and one of the Arts representatives could act as the Arts Club Co-ordinator.

A referendum will be held soon so that you may voice your opinion on the proposed change.

Editor's Note -- The Picaro asked Corrine the following questions to clarify any confusion in the report on class-faculty systems.

Q. You stipulate that one of the representatives would be president of the particular faculty, and the other reps would NOT be on the faculty executive. Why is this?

A. If there was a vice-president or a secretary on the council this necessarily implies that this person is inferior in position to the president. On council all members are supposed to be of equal status, except the executive. Thus, there wouldn't be any psychological disadvantages.

Q. You mention council representation for the PICARO, Internal Publicity. Did you mean they would have direct representation on council?

A. No, the cultural affairs co-ordinator would have a few clubs and these organizations under her jurisdiction. She could concentrate her interests on these.

Q. Do you think the PICARO and the photopool need representation on council?

A. Yes, because they are all using council money, and should have a representative to work through.

Q. Do you think the arts society, necessarily being the largest representation on council, would be able to dominate council and its decisions?

A. The other faculties have a total of five reps and if they felt the arts reps were trying to dominate they could unite against them. And as you can see, four is the maximum number of reps any society can have.

Q. What would happen to such activities as the Junior Prom? Who would take over these?

A. The Arts society, because it is the only faculty large enough would probably handle a prom of this size. That is, the junior prom would no longer be called such. It would be known as the Arts society ball, for example. We still couldn't have a junior prom because there would no longer be a junior class as a council organization with funds. There WILL be a senior class executive to handle graduation activities.

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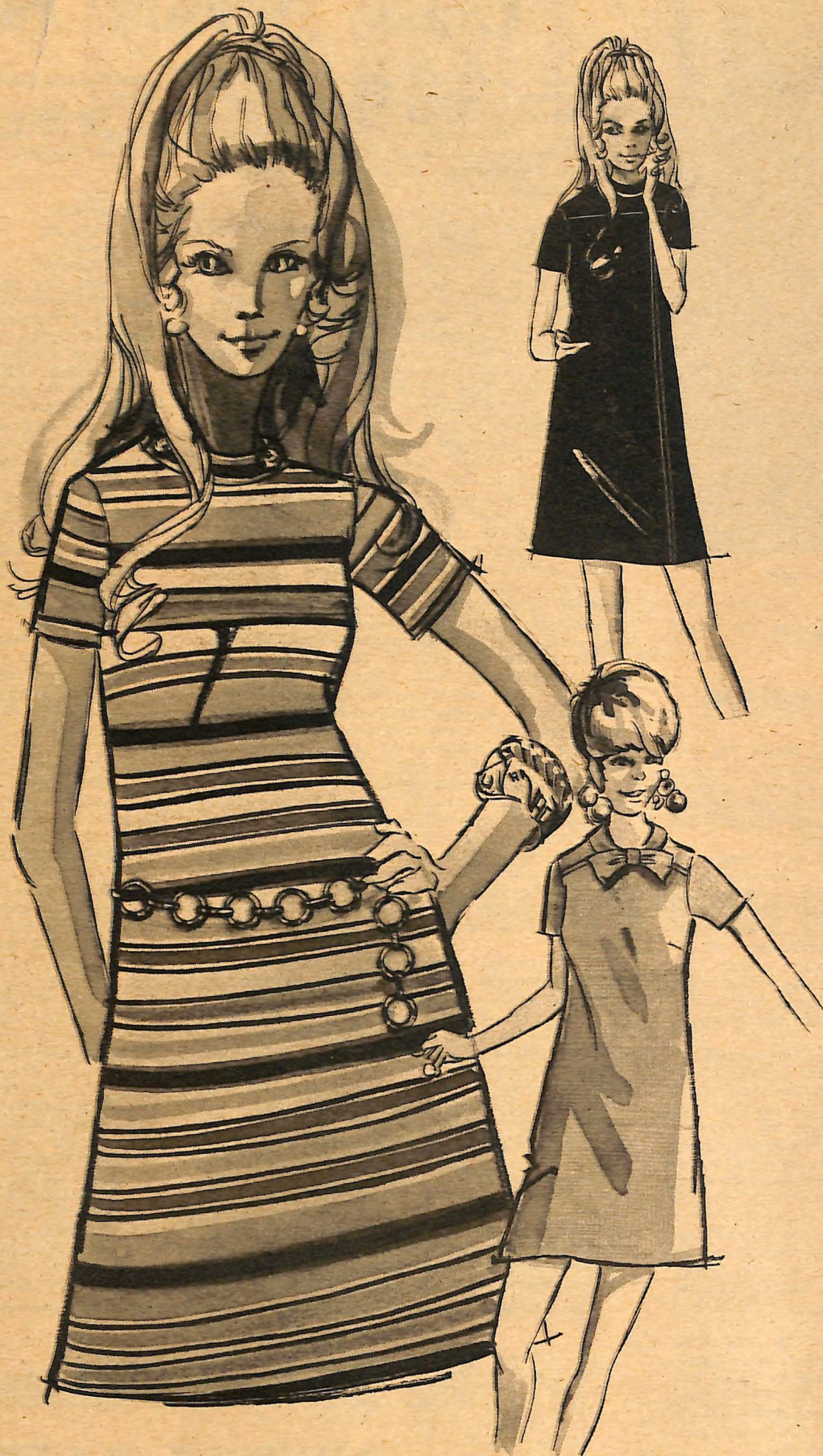
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